

MERRITT ADMINISTRATION BUILDING

Anderson: a college with

spirit

Anderson College 2005–2006 Catalog

Anderson College Profile, 2005-06

Founded:	1911
Location:	316 Boulevard, Anderson, SC 29621
Campus:	54 acres in northeastern section of city
Classification:	Baccalaureate-General
Calendar:	Two 15-week semesters; two summer sessions; five 8-week terms for adults
Degrees/Majors:	BA, BS, BM, BME, BBA, BCJ, BHSR; 28 majors and 24 concentrations
Enrollment:	1666
Student/Faculty:	14:1
Faculty PhD:	65%
2004 entering class:	Average 1062 SAT; 3.7 HS GPA
Financial Aid:	Over \$19 million distributed in 2004-05 to over 80% of student body
Athletics:	NCAA Division II; Carolinas-Virginia Athletic Conference; 18 sports
Alumni:	Over 10,000 in 50 states and 36 countries

Campus Offices for Quick Reference

Dial 1-864-231- and the following extensions:

Academic Dean	2145	Security	2060
Admissions	2030	Student Accounts	2181
(1-800-542-3594)		Student Services	2075
Alumni	2025	Other Offices	2000
Athletics	2029	Or visit us on the web:	
Bookstore	2010	www.ac.edu	
Business Office	2130		
Campus Ministries	2077		
Career Services	2149		
Community Relations	2015		
Financial Aid	2070		
Fine Arts Center	2125		
Human Resources	2066		
Institutional Advancement	2102		
Library	2050		
President	2100		
Registrar	2120		

Anderson College

Announcements for the Ninety-fifth Year
2005-2006



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Web Site: www.ac.edu

Catalog Information

This catalog does not constitute a contract between a student and Anderson College either expressed or implied; and Anderson College reserves the right at any time to change, delete, or add to any of the content at its sole discretion. This policy also applies to the Student Handbook, The Music Handbook, The Teacher Education Handbook, and any other official college publication that may contain descriptions of academic program requirements, student services, or rules and regulations regarding student behavior. The catalog contains the program offerings, the graduation requirements, the academic policies, and the student services in effect on May 15, 2005. The administration and faculty believe that the educational and other programs of Anderson College described in this catalog are effective and valuable. However, the ultimate results of programs offered in terms of achievement, employment, professional licensing, or other measure, are dependent on factors outside the programs, such as the personality and energy of the student, governmental or institutional regulations, and market conditions. Therefore, except as specifically stated herein, the College makes no representation or contract that following a particular course or curriculum will result in specific achievement, employment or qualification for employment, admission to degree programs, or licensing for particular professions or occupations.

Non-Discrimination

Anderson College accepts students on the basis of academic qualifications, character, and evidence of the potential to benefit from the college experience. The College accepts all qualified applicants without regard to race, religious creed, place of national origin, sex, age, disability, or ethnic group.

Facilities for Handicapped

Anderson College has provided for the physically handicapped in the following ways: constructed wheelchair ramps for access to strategic buildings on campus; modified restrooms in the teaching center to accommodate handicapped students; constructed rooms for handicapped students in a new dormitory; and reserved parking spaces for handicapped students. The staff of Student Services is responsible for providing assistance to handicapped students. Students with handicaps who need special assistance in accessing campus facilities are requested to contact Student Services.

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Academic Calendar — 2005–2006

Summer School, 2005

First Term: May 9 – May 27; Registration Deadline – May 6

Second Term: May 30 – June 24; Registration Deadline – May 27

Summer Orientations, 2005

June 16–17 (Thursday – Friday)

July 21–22 (Thursday – Friday)

Adult Accelerated Degree Program — Fall, 2005

Term I August 11 – October 6 (Holiday – September 5)

Term II October 13 – December 8 (Holiday – November 24)

Fall Semester, 2005

Faculty/Staff Meeting and Divisional Planning Thursday, August 11

Faculty Retreat Friday, August 12

Check-in for All New and Returning Commuters (PM) Friday, August 12

New Freshmen Residents Move Into Residence Halls Saturday, August 13

Orientation for International Students Monday, August 15

First Day of Class for the Fall Semester Thursday, August 18

Opening Convocation (During Chapel Period) Thursday, August 25

Last Day to Withdraw from a Course With No Grade Wednesday, August 31

(Fin. Responsibility After This Date)

Early Conditional Grade Reports Due Wednesday, September 28

Open House I Saturday, October 1

Last Day to Withdraw from Courses Friday, October 7

Fall Break Monday – Tuesday, October 10–11

Pre-Registration for Spring Semester, 2006. Thursday, October 27 – Wednesday, November 9

Open House II. Saturday, October 29

Thanksgiving Holiday Wednesday – Friday, November 23–25

Last Class Day Friday, December 2

Final Examinations Monday, December 5 – Thursday, December 8

Graduation Wednesday, December 14

Adult Accelerated Degree Program — Spring, 2006

Term III January 5 – February 27

Term IV March 2 – May 1 (Spring Break – March 13 and March 16)

Term V May 15 – July 13 (Holidays – May 29 and July 3)

Spring Semester, 2006

Faculty Planning Day Monday, January 2

Orientation for New Students Monday, January 2

Check-in for All New and Returning Commuters. Monday, January 2

First Day of Class for the Spring Semester Tuesday, January 3

Martin Luther King, Jr. Service Day (No Classes) Thursday, January 12

Last Day to Withdraw from a Course with No Grade Monday, January 16

(Fin. Responsibility After This Date)

Founders' Day Convocation. Tuesday, February 7

Open House III Saturday, February 11

Early Conditional Grade Reports Due Monday, February 13

Last Day to Withdraw from Courses. Friday, March 3

Spring Break Saturday, March 11 – Sunday, March 19

Pre-Registration for Summer Sessions and Fall Semester, 2006 . . Thursday, March 30 – Wednesday, April 12

Open House IV Saturday, April 8

Good Friday Holiday Friday, April 14

Honors Convocation Thursday, April 20

Last Class Day Friday, April 21

Final Examinations Monday, April 24 – Friday, April 28

Graduation Saturday, May 6

President's Message



Dear Prospective Student:

Selecting a college is one of life's most critical decisions. We appreciate your consideration of Anderson College and your exploration of our catalog.

While this publication cannot give you a true appreciation of a place as beautiful and energetic as Anderson College, I hope you will sense some of the things that make AC a rare place — our challenging academic programs, our full and energetic student life programs, and our impressive faculty.

At Anderson, we know very well that each student comes to us with a unique set of talents, abilities, and aspirations. Through a rigorous learning experience in the liberal arts and professional disciplines, and through a parallel emphasis that encourages you to develop faith, character, leadership ability and values, we help you build on your strengths and prepare you for life and a career in the 21st century.

Anderson is a premier place of learning and is recognized as one of South Carolina's most selective colleges and has been recognized as one of the 136 best colleges and universities in the Southeast.

An AC distinctive is our commitment to providing a challenging education for students of all backgrounds while magnifying our Christian witness and upholding the teachings of Jesus Christ.

There are countless activities designed to enhance your learning beyond the classroom, including over 40 student organizations, 16 NCAA–II athletic teams, campus ministries, intramurals, student government, and student publications. If you want involvement, it awaits you.

You will also have endless opportunities to help others through volunteer service, service learning, and missions. There are many opportunities for you to give back and learn the value of serving others.

At Anderson, there are so many ways to engage your intellect, enhance and supplement what you learn in the classroom, put your heart into action, and contribute to the vitality of the college community.

We share your excitement as you prepare for college. We invite you to call us toll free at 1-800-542-3594 if we can help you in any way.

With every good wish,

Evans P. Whitaker, Ph.D.
President

Presenting Anderson College



Nature, Scope, and Affiliation

Anderson College, a private, coeducational, four-year, Christian liberal arts institution affiliated with the South Carolina Baptist Convention, offers degree programs at the undergraduate level.

Purpose

The purpose of Anderson College is to provide, within a Christian community, a quality liberal arts education for a diverse student body that will prepare graduates for both a livelihood and a rewarding life.

In its effort to fulfill this purpose, the College is committed to the following values and goals:

Value: Christian Community

Goals:

1. To be a community of teachers and learners that actively affirms and proclaims the teachings of Jesus Christ as the ultimate guide for living.
2. To maintain a Christian environment by creating a community characterized by respect, responsibility, discipline, service, and grace.
3. To assist students in developing an understanding of ethics and Christian values and truths and of the ways in which this understanding applies to all human activity — public, private, individual, and corporate.

Value: Quality Liberal Arts Education

Goals:

4. To provide a broad liberal arts education as a means of fostering a pursuit of a life of purpose and freedom, truth and wisdom, tolerance for different ideas, and a spirit of generosity toward others.
5. To assist students in acquiring an understanding of the various modes of inquiry and expression in the broad areas of knowledge and experience — humanities, social sciences, mathematics, natural sciences, history, religion, and fine arts.
6. To provide opportunities for students to achieve competence in the skills of oral and written communication, mathematics, critical thinking, problem solving, and the use of computer technology.
7. To recruit qualified Christian faculty and staff committed to the challenge of integrating faith and discipline and to meeting the individual and collective needs of students, support their personal and professional growth, and reward excellence in performance and service.

Value: Diverse Student Body

Goals:

8. To recruit students who are supportive of the mission of the College as a Christian liberal arts college and who can benefit from the academic programs and student services offered.
9. To recruit a student body broadly representative of the cultural and ethnic diversity that characterizes the society in which graduates will live and work.
10. To recruit students who are well prepared academically and socially but also to provide opportunities for a limited number of students who may be under-prepared for college but demonstrate some promise for success.

11. To offer programs appropriate for resident students, commuting students, traditional college age students, and adult students.

Value: Preparation for a Livelihood

Goals:

12. To offer an academically challenging education in a variety of professional and pre-professional areas based upon the intellectual breadth offered by a liberal arts education.
13. To stress the relevance of liberal learning as well as professional knowledge to successful performance in a variety of careers and to the solution of contemporary problems.
14. To provide career education as both a curricular and a student service.

Value: Preparation for a Rewarding Life

Goals:

15. To emphasize the rewards of a life characterized by balance, discipline, service to others, and Christian discipleship.
16. To provide each member of the College community opportunities for intellectual, physical, social, moral and spiritual growth.

Institutional Effectiveness

Anderson College's commitment to its mission demands careful monitoring of progress toward achieving these goals. Students and other members of the campus community are expected to participate in various assessment activities. Information gathered from these assessments will enable the college to enhance its educational programs and services for future generations.



History

Anderson College traces its origin to one of the first institutions of higher learning for women in the United States. The Johnson Female Seminary opened in the village of Anderson in 1848. The founder was the Reverend William B. Johnson, a Baptist minister and the first president of the Southern Baptist Convention. The school the Reverend Mr. Johnson founded was forced to close during the Civil War and did not reopen; but in time a new generation carried on what had been begun at that institution. A group of public-spirited citizens, desirous of having an institution of higher learning in Anderson, offered 32 acres of land and \$100,000 to the South Carolina Baptist Convention at its meeting in 1910. The convention nominated a group of trustees, and Anderson College was granted a charter in 1911 by the South Carolina General Assembly. In 1912, the College opened its doors and operated as a four-year college for women until 1930. In 1929, the South Carolina Baptist Convention approved the institution's transition to a junior college, the first in the state. The College became coeducational in 1930.

The decades following WWII witnessed growth in the construction of a new library and fine arts center, residence halls, and expanded instructional and athletic space. In December, 1989, the Board of Trustees voted to return the College to baccalaureate status, beginning in 1991. This decision was unanimously affirmed by a vote of the General Board of the South Carolina Baptist Convention and the first four-year class since 1930 graduated in May, 1993. Currently, over 1650 students are enrolled in the seven degree programs and 28 majors offered.

The community of Anderson, having given birth to the College, has nurtured and supported the institution throughout its history. In turn, the College has provided intellectual, cultural, and recreational opportunities for the community, as well as a significant contribution to the local economy.

Campus

Anderson College is located on 56 acres in the city of Anderson, within the piedmont region, an area noted for scenic views of the southern Appalachian Mountains and several nearby lakes, and within the Greenville/Spartanburg Metropolitan Area (population 900,000). The college is easily accessible by car, rail, or plane and its setting midway between Atlanta and Charlotte assures close proximity to many cultural, educational, and recreational opportunities.

The campus is in a residential section in the northeastern part of the city, within walking distance of the downtown business district, local churches, the county library, the Anderson Area Medical Center, and many other institutions and civic organizations. Over a hundred oaks grow on the campus, which is landscaped in a series of rising terraces, with flower-bordered walks and driveways. Wisteria, dogwood, azaleas, a rose garden, and formal memorial gardens add to the natural beauty of the surroundings. The heart of the campus is the cluster of three original buildings — the Merritt Administration Building, Denmark Hall, and Pratt Hall. Five major buildings serve the academic program of the College — the Olin D. Johnston Library; the Watkins Teaching Center; Vandiver Hall; Callie Stringer Rainey Fine Arts Center, containing Henderson Auditorium, the Gallant Art Gallery, the Homozel Mickel Daniel Recital Hall, the Belk Theatre, and the Gambrill Rehearsal Hall; and the faculty office building.



Five traditional style residence halls and six apartment style buildings are available for student housing. The Abney Athletic Center, Smethers Field, and the Grubbs Memorial Tennis Courts are the home of intercollegiate athletics at Anderson College. The intramural and club sports program also use these facilities, as well as Whyte Gymnasium. There are four additional tennis courts between Vandiver Hall and the Sullivan Building, which houses Campus Ministries. In the center of the campus is the Student Center, which houses the Post Office, Bookstore, Business Office, Registrar's Office, Canteen, Game Room, and Computer Center. The Rice Building (Admissions Office) is located on Kinsley Road. The Financial Aid Office is located on the second floor of the Olin D. Johnston Library. (See the map inserted at the back of this catalog for the specific location of all campus buildings and facilities.)

Accreditations and Affiliations

Anderson College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number (404) 679-4501) to award baccalaureate degrees (Level II). The National Association of Schools of Music, National Council for Accreditation of Teacher Education, and South Carolina State Board of Education (Teacher Education) have accredited specific programs. Anderson College is a Candidate for Accreditation by the Association of Collegiate Business Schools and Programs (ACBSP).

(All documents related to Anderson College's accreditation are available for viewing in the Office of the President.)

Anderson College also maintains affiliations with the following:

Association of American Colleges and Universities

American Council on Education

Association of Southern Baptist Colleges and Schools

Council for the Advancement and Support of Education

Council on Independent Colleges and Universities

National Association of Independent Colleges and Universities

South Carolina Association of Colleges and Universities

South Carolina College Council

South Carolina Higher Education Assessment Network

South Carolina Independent Colleges and Universities

South Carolina College Personnel Association



Academic Programs



Curricula

The curricula in the College's various degree programs represent the institution's primary academic programs. These curricula consist of liberal arts and professional courses which meet the general education requirements and the requirements for the majors offered for the baccalaureate degree. The general education component of the curriculum provides an introduction to the various fields of study in the humanities, social sciences, fine arts, mathematics, and natural sciences. In these courses, students have an opportunity to explore and broaden their interests, to build a foundation for the courses in their major, and to develop essential skills in written and oral communication, computation, and research. Courses in the major field of study allow students to explore in depth an area of study that interests them and that provides much of the preparation needed for their future careers. Students may elect to complete a minor, as well. Many curricula offer the opportunity to broaden one's study through the selection of electives. The degree programs, graduation requirements, course descriptions, and academic policies are explained in subsequent sections of this catalog.

Major

A Major is an instructional program that leads to a degree. It consists of a prescribed set of courses and requirements that are of increasing sophistication. Generally, these courses are within a specific discipline, but in interdisciplinary majors may include requirements from multiple disciplines.

Minor

A Minor is a prescribed course of study in a discipline other than a student's major. As such, it shares definition with a major but it is less extensive.

The following principles apply to Minors at Anderson College and are articulated to provide guidance to Division Heads and future Academic Policies and Procedures Committee members. It is intended that all minors are subject to the following guidelines:

1. Prerequisites for courses in a minor must be included in the minor unless they meet a general education requirement.
2. Minors consist of eighteen semester hours of course work. If a minor requires courses weighted more than three hours, it may include up to twenty-two semester hours.
3. A minor may not overlap with a student's major more than the greater of six semester hours or two courses with the following exception: If a significant number of courses in a particular minor are required for a particular major, greater overlap may be allowed if the minor in question leads to competencies that are clearly and demonstrably beyond those expected of students in the major.
4. Proposed minors are subject to normal curricular review processes.

Concentration

A Concentration is a prescribed set of courses that allows a student to acquire a greater in-depth understanding in a sub-discipline of the major. A concentration may include courses outside the major.

The college offers the BACHELOR OF ARTS DEGREE, with Majors in

ART, with Concentrations in

- Ceramics
- Art Education
- General Studio
- Graphic Design
- Interior Design
- Painting/Drawing

CHRISTIAN MINISTRY

COMMUNICATION, with Concentrations in

- Mass Media
- Public Relations/Advertising
- Writing

ENGLISH

ENGLISH: SECONDARY EDUCATION

HISTORY

HISTORY/SOCIAL STUDIES: SECONDARY EDUCATION

MUSIC

- with an additional concentration in Church Music

PSYCHOLOGY

- with an additional concentration in Human Services

RELIGION

SPANISH

SPANISH: SECONDARY EDUCATION

THEATRE

The college offers the BACHELOR OF BUSINESS ADMINISTRATION DEGREE (for students in the ACCEL Program) with an additional concentration in Computer Information Systems

The college offers the BACHELOR OF CRIMINAL JUSTICE (for students in the ACCEL Program)

The college offers the BACHELOR OF MUSIC EDUCATION DEGREE, with concentrations in

- Instrumental Music
- Vocal/Choral Music

The college offers the BACHELOR OF MUSIC DEGREE

- Instrumental Performance
- Keyboard Performance
- Vocal Performance

The college offers the BACHELOR OF SCIENCE DEGREE, with Majors in BIOLOGY

BIOLOGY: SECONDARY EDUCATION

BUSINESS, with Concentrations in

- Accounting
- Computer Information Systems
- Finance/Economics
- Human Resource Management
- Management

CYTOTECHNOLOGY

EARLY CHILDHOOD/ELEMENTARY EDUCATION

(The College also offers a BACHELOR OF SCIENCE DEGREE IN EARLY CHILDHOOD/ELEMENTARY EDUCATION for students in the accelerated program who are not seeking teacher certification.)

ELEMENTARY EDUCATION

KINESIOLOGY, with concentrations in

- Exercise Science
- Physical Education

MATHEMATICS

MATHEMATICS: SECONDARY EDUCATION

SPECIAL EDUCATION: LEARNING DISABILITIES/ELEM EDUCATION

The college offers the BACHELOR OF HUMAN SERVICES AND RESOURCES DEGREE (for students in the ACCEL Program)

Minors are offered in the following:

ART	HISTORY	PUBLIC RELATIONS
BUSINESS	MATHEMATICS	RELIGION
CHEMISTRY	MEDIA STUDIES	SPANISH
CHRISTIAN MINISTRY	MUSIC	THEATRE
ENGLISH	PSYCHOLOGY	WRITING
EXERCISE SCIENCE		

Teacher Education Program

The Teacher Education program offers a comprehensive and systematic sequence of courses and field experiences designed to develop the knowledge and skills necessary for effective teaching. The basic purpose of the Teacher Education Program is to prepare individuals to be certified as teachers in early childhood and elementary settings, in certain subjects in secondary schools (9-12), and in other subjects in kindergarten through grade 12. Through the educational process of the Teacher Education Program, teacher candidates become competent builders of knowledge, committed builders of community, and caring builders of values. From these three guiding principles emerge the professional competencies expected of all persons who complete the program. Along with these professional competencies, a desired set of student learning outcomes is achieved through the application of research, theory, pedagogy, and practice. The responsibility for initial teacher preparation is shared by the entire College.

The fundamental goals of the Teacher Education Program include the following:

- 1) Providing an environment that shapes and affirms the importance of Knowledge, Community, and Values; 2) Modeling the teaching/learning attitudes and skills of professionals who are caring, committed, and competent; 3) Developing a curriculum for teacher candidates that specifically addresses beliefs, attitudes, and knowledge requisite for caring, committed, and competent teachers; 4) Using formative and summative evaluation to develop and assure the competence of students in the learning outcomes specified; 5) Exploring, developing, and refining the performance dimensions of effective teachers as outlined in ADEPT; and 6) Understanding the School-to-Work Transition Act of 1994 and its components.

These goals are achieved by a curriculum that is based on theory, pedagogy, practice, and research. The Teacher Education Program provides courses of study leading to certification in Art (Grades K-12), Biology (Grades 9-12), Early Childhood/Elementary Education (Grades PK-6), Elementary Education (Grades 2-6), English (Grades 9-12), Mathematics (Grades 9-12), Music – Vocal/Choral or Instrumental (Grades K-12), Physical Education (Grades K-12), Spanish (Grades K-12), Social Studies (Grades 9-12), and Special Education: Learning Disabilities (Grades K-12). Students receiving a degree from Anderson College and who wish to be certified to teach in public schools pursue either a B.S. degree in Early Childhood, Elementary, Biology, Math, Physical Education and Special Education; the B.A. degree in Art, English, Spanish and Social Studies; or the B.M.E. degree.

Students seeking certification in Early Childhood Education also add an endorsement in Elementary Education. Students pursuing Special Education: Learning Disabilities also add an endorsement in Elementary Education.



Baccalaureate degree recipients who wish to prepare for teacher certification must complete an individualized program prescribed by the Director of Teacher Education. (See “Teacher Education Program Policies” in the Academic Policies section of this catalog for further details.)

A Program Completer is a student who has met all the requirements of the Anderson College Teacher Education Program for teacher preparation and graduation. Anderson College does not require the passing of Praxis II in order to graduate. The SC State Department of Education requires the passing of Praxis II before receiving initial certification.

In accordance with the Title II reporting requirements, Anderson College’s Teacher Education Program’s program completer 2003–2004 cohort group scored as follows:

Assessment Type, Aggregates	Number Taking 1 or More	Number Passing	Anderson College Pass Rate
Praxis I	42	42	100%
Praxis II	40	36	90%

ACCEL Program for Adult Students

The Adults’ College Choice for Exceptional Learning (ACCEL) program is designed for adult learners, generally individuals 25 years of age or older. Applicants younger than 25 may be considered for admission after completing the Special Circumstances procedures. The program is specifically designed for mid-career adults who wish to advance their careers by earning a bachelor’s degree. Five degree programs are available in ACCEL — Bachelor of Business Administration (BBA), Bachelor of Business Administration, Computer Information Systems Concentration (BBA-CIS), Bachelor of Criminal Justice (BCJ), Bachelor of Human Services and Resources (BHSR), and Bachelor of Science, with a major in Early Childhood/Elementary Education — non-teacher certification (BS-ECEE).

The program is offered during five eight-week terms — two during the fall, two during the spring, and one during the summer. Students who register for 30 semester hours during each of four calendar years (that is, two courses during each eight-week term for four years) have the potential to complete the degree requirements in that length of time. It is important to emphasize that classes are taught in an accelerated format. The equivalent content and requirements expected in the traditional 15-week semester are compressed into an eight-week term for the ACCEL courses. Therefore, it is essential for students to complete all assignments in a timely manner and to work at the pace prescribed in the course syllabus. Students who are successful in this structure normally exhibit good study habits, persistence, and self-discipline.

Admission procedures include the following: (1) Submit a completed application for admission or apply online at www.ac.edu; (2) Enclose a \$25 non-refundable application fee (waived for former students and for students completing an application for admission while attending Evening Visitation, an informational program for prospective students); (3) Submit official transcripts from all colleges previously attended; (4) For students with less than 24 semester hours of college credit, submit documentation of having earned the high school diploma or GED (score of 250 or higher required on GED); and (5) Complete a writing placement exam (unless one has successfully completed the equivalent of ENG 101). The Special Circumstances

procedures include submitting a statement of Special Circumstances and two letters of recommendation. The letters of recommendation should come from the prospective student's employer and from someone familiar with the applicant's academic background. The letters should focus on the applicant's potential to be successful in an accelerated academic program.

Financing your Education in the ACCEL programs

Anderson College offers a tuition discount for all ACCEL students, which makes them ineligible for Institutional Scholarships through Anderson College. However, ACCEL students do qualify for financial aid through federal and state funding. To apply for Federal and State Aid, students should submit the Free Application for Federal Student Aid (FAFSA). For a complete listing of federal and state aid, please visit our website at www.ac.edu. Accelerated students are not awarded financial aid until they have been accepted into the ACCEL program and have pre-registered for their classes.

Outside scholarships are an excellent resource that can be used to further subsidize your education. The Internet is a good tool to use to search for scholarships. Some of the more popular websites are listed on our web page.

A Delayed Billing Program is available for students that receive tuition reimbursement through their employers. To be eligible for delayed billing, the student is required to submit a completed Company Reimbursement Form, a FAFSA form, a Master Promissory Note and an entrance interview. Once this paperwork is submitted to the Financial Aid Planning Office, you will be considered for the company reimbursement program. For eligible students, the college will allow them 45 days from the date of final exams (in each session) to make payment. It is the student's responsibility to submit necessary paperwork to their company and then make payment to the college. If any account becomes delinquent after 45 days, the student will be no longer be eligible for Delayed Billing.

A payment plan provided through bank draft is also available to ACCEL Students. The payment plan is interest free, but does require an enrollment fee.

The payment plan is available Aug–Dec and Jan–May, allowing students to make payments over 5 months.

Financial Responsibility Policy for ACCEL Students

After the first two nights of classes during any term, students are financially responsible for all courses in which they are enrolled. Tuition charges are not assessed if all classes are dropped prior to the third class. Financial responsibility includes, but is not limited to: tuition, book charges, fees, and fines.

Honors Program

Anderson College invites students with strong academic backgrounds, including above average grades in college preparatory classes and scores on the SAT or ACT examinations, to participate in the Honors Program. Any new applicant or current freshman may apply to be admitted to the Program. Applications are considered throughout the year, but students are admitted only at the beginning of each semester. Each applicant for the Honors Program will be reviewed individually. The Honors Program brochure and application can be requested from the Honors Program Secretary (231-2150).

The Honors Program consists of a unique honors general education curriculum, an honors service project, the honors thesis option, exciting extra-curricular activities, and the opportunity for graduation with honors. The honors general education

curriculum consists primarily of the Honors Interdisciplinary Colloquium, the Honors Service Project, and the Honors Thesis option. Students are expected to take at least one Honors course per semester. Juniors and seniors are required to complete the Honors Service Project each semester. Students enrolled in the Honors Program must fulfill the General Education requirements for the degree program in which they are enrolled, and those requirements are the same as those for students who are not enrolled in the Honors Program. The only difference for Honors Programs students is that they may fulfill more than one General Education requirement through a single course by successfully completing the Honors Interdisciplinary Colloquium. Honors students need to be aware, however, that the Interdisciplinary Colloquium may not be substituted for a specific General Education course required by their major.

See the course descriptions for the Interdisciplinary Colloquium (HON 101, 201, 301, 401) for more information. The Honors Program also involves extra-curricular activities, such as participation in the National Collegiate Honors Council, field trips, and recreational activities.

Students who complete the Honors Program are eligible for graduation with honors. Participation in the Honors Program will be designated on the student's diploma and recognized at the annual Honors Convocation. Students enrolled in the Honors Program enjoy an experience designed to challenge highly motivated individuals. The curriculum and activities are designed to produce critical thinkers, independent learners, and creative problem solvers. The overall program provides for a solid foundation for the future stages of educational development.

Summer School

Anderson College offers a comprehensive schedule of courses during the summer. Classes are scheduled in two daytime sessions. There is also an eight-week evening session during the latter part of May and the month of June that is a part of the ACCEL Program. Students may register for up to eight semester hours during each summer term and it is possible for a student to earn up to 16 semester hours during the summer sessions. Since students may repeat courses in which they earned grades of less than C, students may elect to repeat courses during the summer. Summer classes are available to students from other colleges and universities as well as to Anderson College students. College credit is available to qualified high school juniors and seniors through the High School ADVANCE and Dual Credit programs.

High School ADVANCE and DUAL CREDIT Programs

High School ADVANCE permits rising juniors and seniors in high school to enroll in courses for college credit during regular semesters or in the summer. Credit earned in this program may be applied toward a degree at Anderson College, or the credit may be transferred to another college or university. However, since transfer policies vary from institution to institution, Anderson College cannot guarantee that every college or university will accept credit earned in these programs. High school ADVANCE students must submit approval from their principal or guidance counselor for courses taken at Anderson College. Students in this program wishing to enroll in English courses must make a satisfactory score on a placement test. Students who wish to enroll in mathematics courses must consult with the Director of Academic Services. Under certain circumstances, it is possible for students to take courses at their high schools and/or at Anderson College, which will count for both high school and college credit.

The Master-the-Art-of-Living Program

The Master-the-Art-of-Living Program (MAL) includes a wide range of learning experiences both inside and outside the classroom designed to enhance students' personal, intellectual, social and spiritual growth. A variety of cultural, intellectual, social, professional, and community service experiences are offered as opportunities for students to gain knowledge and skills needed for success in life. The opportunity to grow in religious faith is an important part of the MAL Program. More information about the MAL Program, along with requirements for student attendance, is found on the Anderson College web site. The MAL Program is graded on a Pass/Fail basis.

Church-Related Vocations Program

The Church-Related Vocations Program (CRVP) is designed to provide both academic and practical educational experiences for students interested in vocational Christian service. All CRV students participate in a ministry group, which meets monthly for discussion, Bible study and fellowship. The ministry group seeks to provide a source of unity and encouragement for students as they grow in their pilgrimage toward ministry.

In-Service Guidance Classes, offered in the Religion curriculum, allow students the opportunity to explore the call to Christian service, to acquire basic helping skills, and to relate identity and professional roles as a minister. Practical skills, history, and polity are taught in the classroom and in applied ministry activities. CRV students are expected to take one In-Service Guidance course each semester. Students are also required to participate in two short-term ministry experiences (e.g., Spring Break or another Short Mission Trip) and an extended ministry experience (e.g., Summer or Semester Missions).

Scholarships are offered to all students (full or part-time) who are continuing to prepare for careers in ministry with expectations that recipients maintain a 2.50 GPA, successfully complete the In-Service Guidance classes, participate in a ministry group, be active in a local church body, be active in the AC Campus Ministries Program, fulfill the short-term and extended ministry requirements, and fulfill the internship requirement. The financial aid awards are renewable annually after review of each student's progress by the Director of the program.

Study/Travel Abroad

Anderson College offers opportunities for both credit and non-credit foreign study/travel programs. Credit courses offered through these programs may be special topics courses developed for a particular occasion or courses that are included in the College's curriculum. The instructor conducting the program prescribes reading and writing assignments, and students attend lectures on campus prior to the travel experience. In addition, Anderson College students regularly study at Northampton University in England or through programs offered by fellow member institutions of the Consortium for Global Education. Over 50 sites in Africa, Asia, Central America, Europe, and South America are available. The college also has partnerships with the Cemanahuac Educational Community in Cuernavaca, Mexico, and the Tatar-American Regional Institute in Kazan, Tatarstan, Russia. Students interested in foreign travel/study programs should consult the Director of International Education at Anderson College.

Teaching Fellows Program

The AC Teaching Fellows Program provides an enriched academic experience for selected students each year to prepare to teach effectively in the classroom and to develop the personal and professional skills needed to be future educational leaders in the state of South Carolina. Teaching Fellows are selected and approved by the South Carolina Center for Teacher Recruitment.

Pre-Professional Programs

Appropriate courses are available for students interested in applying to the following professional programs: medicine, dentistry, veterinary science, nursing, pharmacy, physician assistant, and other allied health programs. Upon enrollment, students should contact the coordinator of the biology degree program who serves as the pre-professional advisor. Some pre-professional programs will admit students after completion of a two-year sequence of required courses at Anderson College. Students are advised that admission to professional programs is very competitive, and they must be prepared for a rigorous course of study and demanding schedule if they are to be successful.

Independent Study

The College offers an opportunity for students to take courses in the curriculum outside the classroom setting through independent study. A course will not normally be offered by independent study during an academic term in which that course is included in the class schedule. Students interested in registering for a course to be completed through independent study should consult the appropriate division head for the policies and procedures governing independent study.

Directed Study

A faculty member, a student, or a group of students may petition the Academic Dean to offer through directed study a course that is not in the curriculum. In order to be approved, a course proposed for directed study must conform to the mission and goals of Anderson College and there must be sufficient personnel and other resources to support the offering of the course. Normally, no directed study course on the same topic may be offered more than twice. Courses for which there is a continuing demand must be proposed as regular courses in the curriculum. Directed study courses may be taught as traditional courses, as tutorials, or a combination of these methods.

Air Force and Army Reserve Office Training Corps

Through an agreement with the Air Force (AFROTC) and Army Reserve Officer Training Corps (AROTC) at Clemson University, Anderson College students can concurrently enroll in the AFROTC or AROTC program at Clemson University. The courses of study in these two programs are outlined in this catalog, under Aerospace Studies (AS) for the Air Force ROTC and Military Science (MS) for the Army ROTC program. Students can complete the programs in one to four years and there are many scholarships and incentive programs available to provide funding for tuition, fees, and books. In addition, ROTC students may also be eligible for a monthly tax-free stipend to help offset expenses. Students who complete these programs and commissioning requirements may be appointed as second lieutenants in the respective services. Opportunities also exist for graduate or professional study once on active duty, and temporary deferments to active duty may be possible. Interested students

should contact the Air Force ROTC office (864-656-3254) or the Army ROTC office (864-656-3107) at Clemson University.

Academic Support Services

Academic Advising. Each student is assigned an advisor based on expressed academic and career interests. At any time and for any reason a student may request a change of advisor by presenting the request to the Division Head. Students should seek the help of their advisors in planning their class schedules, in exploring their various career options, and in solving academic or personal problems.

Academic Services Center. The Academic Services Center supports academic programs for all students and seeks to facilitate students' development of skills essential for academic success. The services of the Center are available to all Anderson College students at no additional cost. Programs conducted by the Center include the Tutoring Program, accommodation services for students with disabilities, and academic counseling for students at risk. The Tutoring Program provides assistance to students who may need help in understanding a subject, in improving skills, or in completing particular assignments. Tutoring, which is provided by both faculty and students, is available for many courses, but special emphasis is placed on writing and mathematics. Tutoring is available at scheduled times weekly throughout the fall and spring semesters.

Library Services. The Olin D. Johnston Library was constructed in 1957 and expanded in 1974. It contains a collection of approximately 90,000 volumes. Electronic resources include more than 10,000 eBooks, over 40 databases, and more than 15,000 full text periodicals. There are over 30 public access computers in the building. The Lily Strickland Room exhibits some of the musical scores, paintings, and memorabilia produced by this Anderson native. A Curriculum Laboratory is maintained on the second floor in support of the Teacher Education Program. The Library supports the college's educational mission through its resources and services, by teaching information literacy, and by encouraging its users to be self-directed, lifelong learners.

Computer Services

There are three academic computer centers on campus, two of which, housing approximately 40 workstations, are located in the Watkins Teaching Center. Vandiver Hall lab contains 28 microcomputer workstations (with two laser printers) and one instructor station, all of which are linked by an interactive network. A wireless environment allows campus-wide network access from residence halls, classrooms, and outside campus buildings. A web-based Student Information System allows updates and information access via the internet.

Media Services

The Media Center, located in the Watkins Teaching Center, provides audiovisual equipment for use in the instructional program and is available for use by authorized student groups.



Admissions, Financial Aid and Expenses



ADMISSIONS

Anderson College attempts to select those students who show promise of being academically successful. Each applicant's record is examined for evidence reflecting potential for intellectual and social growth, strength of character, and seriousness of purpose. The major factors considered in admission decisions are as follows: graduation from a high school or submission of proof of having passed a high school equivalency test, the high school grade-point average, the curriculum taken in high school as it relates to the applicant's further educational or career objectives, scores on the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT), and references. In addition to these considerations, the College may choose to examine further any applicant by the use of psychological, achievement or aptitude tests, and a personal interview. Anderson College accepts students on the basis of academic qualifications, character, and evidence of the potential to benefit from the college experience. The College accepts all qualified applicants without regard to race, religious creed, place of national origin, sex, age, disability, or ethnic group.

Prospective applicants are encouraged to visit the campus and to talk with an Admissions Counselor. The Admissions Office will make arrangements for campus visits between the hours of 9:00 a.m. and 4:30 p.m., Monday through Friday. For information or application materials, please call or write:

Director of Admissions

Anderson College

Anderson, SC 29621

864-231-2030 or 1-800-542-3594

You may also visit our website at www.ac.edu.

Learning Disabilities

Anderson College will consider applications from students who have verified or verifiable learning disabilities, so long as these students meet admissions requirements and demonstrate potential for academic success. Such applicants are not required to identify themselves as learning disabled, but they must do so if they wish to be given any special considerations or assistance that the College is prepared to provide. The College does not offer any academic programs or courses designed especially for learning-disabled students and does not modify the degree requirements for these students. However, these students have available to them counseling, advising, and tutoring services offered to all Anderson College students. Learning-disabled students who wish special consideration in such matters as extended time or oral testing must present, along with their application, an assessment of their specific learning disability or disabilities, conducted by a licensed clinical or school psychologist within three years prior to the date of their application. In admitting learning disabled students, as with all students, Anderson College offers equal opportunity for success, but it cannot guarantee success.

Types of Admission

Regular Admission is normally granted to students who have an average of at least 2.5 on a 4.0 scale (C+ average) calculated on academic courses and a 1000 on the SAT I or 20 on the ACT. Conditional Admission may be granted an applicant who does not meet one or both of these standards. Conditionally admitted students are required to develop a performance contract with the director of the Academic Services Center

and to complete successfully that contract. The course load for conditionally admitted students should not exceed 15 hours in the first semester of enrollment. Students may be released from conditional status following one semester of enrollment if grades of “C” or better are earned in all courses and the contract is upheld.

General Application Procedures

Applicants who are United States citizens, and who are applying for admission to college as full or part-time degree seeking or non-degree seeking students must provide the Admissions Office with the following:

1. A completed Application for Admission form. This form can be obtained from the Admissions Office or found on our website.
2. A high school transcript of all work completed or in progress. The applicant is responsible for requesting that a final high school transcript be sent to the Admissions Office. All transcripts must be official ones bearing the official seal of the institution and/or the signature of the appropriate officer of the school. Proof of successful completion of a high school equivalency program (General Education Diploma or GED) may be submitted in lieu of a high school transcript. A score of 250 is required for admission.
3. The official scores earned on the Scholastic Aptitude Test or the American College Testing Program. Information regarding these testing programs is usually available through the high school guidance counselors.
4. A non-refundable processing fee of \$25.00. The College waives this fee for students who are enrolled in Teacher Cadet classes at their high school. The coordinator of this program at each high school should sign a fee waiver form provided by the College to confirm this fee waiver accommodation.

Applicants who are 25 years of age or older and who are transferring from another college must submit all of the items listed above, except for SAT or ACT scores. Transfer students must submit official transcripts of all previous college work attempted. Applicants age 25 and older who have no prior experience in college will be asked to submit acceptable SAT scores or to demonstrate acceptable skills in English and writing on a College Placement Exam.

Special Procedures for Admission

Transfer Students. Anderson College accepts transfer credits from regionally accredited institutions. Applicants wishing to transfer to Anderson College from another college must submit all items required in the admissions procedures listed above, with the following exception: If the transfer applicant has earned 24 or more semester hours of credit at another institution, the high school transcript need not be submitted. Transfer applicants must submit official transcripts of all previous college work attempted and must be eligible to return to the college in which they were last enrolled. The college transcript(s) will be evaluated by the Registrar at the time the applicant is accepted for admission. The applicant will be notified when the evaluations are complete, and the applicant will be directed to make an appointment with the Division Head of their chosen major. Transfer students who leave their former school on academic probation will enter Anderson College on academic probation if admitted. Students who are academically suspended from another college will not be considered for admission to Anderson College during the period of their suspension. Additional information regarding transferring to Anderson College is available in the “Academic Policies” section of this catalog.

International Students. In addition to the items listed under General Application Procedures, international students are required to submit the official report of the score earned on the Test of English as a Foreign Language (TOEFL). SAT or ACT scores should be submitted if they are available. The minimum acceptable TOEFL score (non-computerized) at Anderson College is 550. International students must provide verification of their ability to pay for room, board, tuition and fees before immigration forms will be issued by the College. They are also responsible for making their own housing arrangements during times when the College is closed for holidays and during certain times during the summer.

Former Students. Students who have previously attended Anderson College should submit a new Application for Admission. Former students will return under the provisions of the college catalog which is in effect at the time of their readmission.

Transient Students. Applicants who have been attending or are currently attending another college or university and desire to enroll in a course or courses at Anderson College must submit the Application for Admission Form indicating "Special Non-Degree" as the classification requested, available from the Admissions Office, and a statement from the appropriate official at the institution they are attending, indicating that they have approval to take one or more courses at Anderson College.

Advanced High School Students. Any high school student who has completed the tenth or the eleventh grade but who is not yet a high school graduate may apply to take courses for college credit during the regular or summer terms. Applicants must submit an Application for Admission for fall or spring semesters or a Summer School Registration Form for a summer term, a transcript of all high school work completed or in progress, and a statement of approval from the high school principal or counselor.

Summer School Students. Students in any of the above categories may apply for admission to one or more summer terms at Anderson College by submitting a Summer Registration Form.

Auditors. Persons desiring to audit classes may do so with the approval of the Registrar and the instructor in the course. The College reserves the right to refuse to allow an individual to register as an auditor in courses in which the predominant mode of instruction makes them inappropriate courses for auditors. Auditors are "listeners" in the class. They do not take examinations and do not receive credit. They may participate in class discussion with the approval of the instructor. The fee for auditing a course is one-half the normal tuition for the course and any special fees that may be required for registering that course.

Notification to Applicants

Applications may be completed at any time prior to the beginning of the term for which the applicant plans to enroll. Deadline for application for admission is June 30 for fall semester and December 15 for spring semester. As soon as the application is complete, the file will be reviewed and the applicant notified of the decision. The Commuting Applicant approved for admission will be sent a form called Confirmation of Intention to Enroll, which the applicant should complete and return immediately with a reservation fee of \$50.00. The Resident Applicant approved for admission will be sent a housing contract which should be completed and returned with a fee of \$125.00. This fee is applied to tuition and fees and reserves for the student a place in the student body for the next semester. Resident students must also submit a completed health

form. Early response is important to be assured of being assigned a room in a college residence hall.

Continuation of Enrollment

Once admitted to the College, a student is assured of the privilege of enrolling for successive terms, provided he/she maintains satisfactory academic, social, and financial standing. Full-time students pursuing the bachelor's degree will not be considered to be in good standing after 12 semesters of enrollment. There is no limit to the number of terms of enrollment for part-time students who maintain sufficiently high grades to avoid academic probation or suspension. Students who have been academically suspended, who have served their period of suspension, and who have not exceeded the number of terms of full-time enrollment allowed, may apply for readmission by following the procedures prescribed above for former students.

FINANCIAL AID

It is the intention of Anderson College to provide financial assistance to all accepted students who, without such aid, would be unable to attend. There are many different sources of financial aid available to qualified students. It is best to complete and mail all required forms as soon as possible since most aid is awarded on a first come, first served basis for qualified applicants. The Financial Aid Planning Office awards aid to qualified applicants regardless of race, religious creed, gender, place of national origin, or ethnic group. If the funding for any financial aid program is reduced or eliminated, it will be the student's responsibility to make up the loss of aid. This policy will apply if such reduction in aid comes before or during a school year.

Financial Aid Application Process

Applicants are encouraged to complete the Free Application for Federal Student Aid online at www.fafsa.ed.gov. Students can also complete this in paper form. This form will determine how much the parents are expected to contribute to the educational costs of the student. It is a fair and equitable system of establishing the financial need for each student. To be considered for full funding, the student should have the FASFA form completed and turned in by March 1. All aid applicants are strongly urged to check with local service clubs, churches, or employers, about scholarships they might offer. These types of scholarships often go unused.

Satisfactory Academic Progress

In order to be eligible for federal financial aid, a student must maintain satisfactory academic progress, measured by both qualitative and quantitative means. Qualitative measures are described in the satisfactory academic progress guidelines under academic policies. Quantitative satisfactory academic progress is measured both over the entire course of study and in increments of study. The maximum amount of semesters a student can receive federal aid is 12. Increments are defined as each academic year (fall, spring, and summer). In order to maintain quantitative satisfactory academic progress, students must earn 60% of the credit hours attempted over an academic year. Failure to do so results in a warning for one semester. Failure to earn credit for 60% of all classes subsequently attempted in the following semester may result in ineligibility for federal aid for the following semester. Eligibility may be restored once the 60% threshold is regained. Institutional aid is not available for students who are not meeting satisfactory academic progress. Appeals can be made to the Financial Aid Planning Office, but only in cases of extreme extenuating circumstances.

Award Limitations

All institutional aid is awarded on a first-come, first-serve basis and has limited funding. The later the student applies for financial aid, the greater the risk of not receiving the funds for which he/she would be entitled. Students must file their FAFSA by July 1 in order to receive institutional funds. As a general policy, institutional financial aid is awarded only to students who have earned an overall grade point average of at least 2.0 on a 4.0 scale. Any student with a cumulative GPA of less than a 2.0 will not be eligible for institutional aid. Students with less than a 2.0 GPA must file an appeal with the Financial Aid Planning Office prior to July 1. Appeals are reviewed and students are notified of eligibility of institutional funds by August 1. Financial aid through Anderson College is not available to students who wish to take classes at any other institution. Institutional aid is not available for summer school sessions, for students enrolled in less than 12 hours, or to ACCEL students during any of the five ACCEL sessions. Federal, State, or institutional aid is neither available for audited courses nor for independent study, directed study, or applied music courses. All summer mini-terms are counted towards appropriate academic year's eligibility. A student who has completed a four-year degree will not be eligible for institutional funds. Aid applicants are reviewed and awarded individually. In awarding of institutional aid, factors such as need, academic potential, major, talents, and other aid received are considered annually. Outside scholarships and loans received on behalf of the student may be used toward indirect costs, such as books. Institutional aid is offered for up to 10 semesters. Students can appeal extenuating circumstances to the Financial Aid Director prior to July 1.

Full Grant-In-Aid Information

A full grant-in-aid at Anderson College is valued at \$21,450 for full-time students living on campus and \$15,400 for those who commute. The value of a full grant-in-aid is intended for the following expenses only: Tuition (12-17 hours), Student Services Fee, Room (Double occupancy), and 21 meal plan. A full grant-in-aid does not cover the following: applied music lessons, private room charge, books, fines, tuition overloads (over 17 hrs.) and any other charge not listed above. A full grant-in-aid includes all federal, state and institutional grants including Teaching Fellows. The combination of this aid cannot exceed the valued amount for a boarder or commuter. Seniors with a Senior meal plan have a modified value rate of \$21,055 (estimated).

First Choice

Anderson College offers another exciting option to make College even more affordable! The **First Choice** program at Anderson offers additional scholarship money in a variety of sources. For example, the average **First Choice** recipient received \$16,131 in total gift aid for 2004-2005! This discounted cost for an Anderson student at an amazing 81%! For more information regarding the First Choice program or to apply for acceptance, please contact the Admissions office at 1-800-542-3594 or (864) 231-2030.

First Choice Scholarships

Warthin*: \$2,000 3.0 GPA, 1000 SAT, 20 ACT, live on campus, 50 scholarships per year

Academic Achievement*: \$1,000 Available to students not receiving Warthin, Denmark, 40 scholarships per year

Annie Dove Denmark*: \$3,000 3.5 GPA, 1100 SAT, 24 ACT, live on campus, 25 scholarships per year

Warthin, Academic Achievement and Denmark scholarships can be renewed for up to eight consecutive semesters. Requirements for renewal are a 3.0 cumulative Anderson College GPA and 30 earned hours per academic year (fall, spring and summer terms). Students must live on campus to remain eligible. The Financial Aid Planning Office reserves the right to reduce these scholarships if the amount conflicts with the student's full grant-in-aid.

****Cannot be combined with other First Choice Scholarships. AWARDS ARE ON A FIRST COME, FIRST SERVED BASIS***

Federal and State Aid

To apply for all Federal and State Aid, complete and mail the Free Application for Federal Student Aid. Read below for a listing of all Federal and State Aid Programs offered:

Grants

Federal and State Grants

To apply for all Federal and South Carolina Aid, complete and mail the Free Application for Federal Student Aid (FAFSA). You can complete the FAFSA at www.fafsa.ed.gov or go to www.ed.gov for more information. The Financial Aid Planning Office mails FAFSA brochures immediately after January 1 for current and prospective students.

Federal Pell Grant: Eligible students may receive up to \$4,050. Students must complete the FAFSA to be considered.

SEOG Grant: Federal grant reserved for Pell eligible students. Students must complete the FAFSA to be considered. Award amounts vary. Limited funding.

Federal Work Study: Student work program available to students throughout the academic year. Students receive a paycheck on the 15th of each month for hours worked from the previous month. Application is made through the Free Application for Federal Student Aid (FAFSA) form. Job listings can be reviewed in the Financial Aid Planning Office. Limited funding.

Perkins Loan: A low interest student loan currently at 5 percent. Students can borrow up to \$4,000. Eligibility is based on the FAFSA form. Limited funding.

South Carolina State Tuition Grant: South Carolina residents who qualify and apply on time may receive up to \$2,200 in gift aid. More information is available at www.sctuitiongrants.com. The Free Application for Federal Student Aid (FAFSA) must be received by the Federal Processor on or before June 30 in order to be considered for eligibility.

Palmetto LIFE Scholarship: Eligible South Carolina residents must have two of the three: a 3.0 grade point average (State Uniform Grading Scale), 1100 SAT or 24 ACT composite score, or top 30 percent of high school class in order to receive this \$5,000 scholarship. Students can gain eligibility at Anderson College with an average of 30 hours per academic year (fall, spring and summer terms) and a 3.0 cumulative (Collegiate) GPA. To maintain eligibility, an Anderson College student must maintain a 3.0 GPA (Collegiate) and an average of 30 earned hours per academic year (fall, spring and summer terms). Upon receipt of the final high school transcript, the Admissions Office determines eligibility for the scholarship.

HOPE Scholarship: Scholarship for first-time freshmen students. Students with a 3.0 grade point average (State Uniform Grading Scale) but do not meet one of the

other LIFE scholarship requirements are eligible. The scholarship awards \$2,650 for the academic year. HOPE can only be received for two semesters and cannot be combined with the LIFE Scholarship. The Admissions Office, upon receipt of the final high school transcript, determines eligibility for the scholarship.

Palmetto Fellows: State scholarship of \$6,700. Eligible students must have a 3.5 GPA, 1200 SAT and be in the top 6 percent of class in order to be considered. Students can apply through their high school guidance office. Students must maintain a 3.0 GPA and earn 30 hours per academic year (fall, spring and summer terms) in order to remain eligible.

*Further information on the LIFE, HOPE, and Palmetto Fellows programs can be obtained at www.che400.state.sc.us. All state programs are contingent upon funding by the General Assembly.

Teaching Fellowship: State program that awards a \$6,000 fellowship to eligible applicants who wish to pursue a career in teaching. This is a loan that can be forgiven for teaching within the state. One year of teaching cancels each year the Fellowship was received. \$5,700 of the fellowship is applied to direct college costs while the remaining \$300 is escrowed by the South Carolina Teacher Recruitment Office for summer enrichment programs. Students must earn a 2.75 GPA and earn 30 hours per academic year to renew the Fellowship. Students can contact their Guidance counselor or Charles Wooten, Program Director, at 1-800-542-3594.

Other Resources

Veteran Benefits: Veterans and their dependents may receive benefits to which they are entitled. The program is administered through the VA Certifying Official at (864) 231-2120.

Vocational Rehabilitation: Persons with physical disabilities which are vocational handicaps are eligible for financial aid from state departments of vocational rehabilitation. Information may be obtained from the vocational rehabilitation department in the student's home state.

Tuition Exchange: The Tuition Exchange is a reciprocal scholarship program for children and other family members of faculty and staff employed at over 530 participating institutions. The Tuition Exchange, Inc., a non-profit association, serves higher education by making careers at colleges and universities more attractive. More information can be found at the Tuition Exchange web site.

State Tuition Prepaid Plans: Anderson College is a cooperating partner with many different state prepaid tuition plans. We handle all billing requirements for the state prepaid tuition plan. Contact us at (864) 231-2070 or 1-800-542-3594 to set up these arrangements.

Outside Scholarships: Even though outside scholarships are not offered through the Financial Aid Planning Office, we still assist students in finding scholarships that will make college more affordable. As a service, any students with outside scholarships that require billing can be handled by the Financial Aid Planning Office. Please contact the outside scholarship coordinator at (864) 231-2070 or 1-800-542-3594 for more information.

Anderson College Scholarship Opportunities

Anderson College Grant: The College Financial Aid Planning Office offers assistance to full-time boarding and commuting students who demonstrate need and

complete the Free Application for Federal Student Aid (FAFSA) prior to July 1. Awarded amounts vary based on boarder/commuter status.

Two-In-Family Grant: Up to 10 percent of tuition is awarded to students who have other immediate family members enrolled at Anderson College at the same time. Student must have a 2.5 GPA to qualify. Boarding and commuting students qualify for this grant.

Ministerial Family Grant: Dependents of ministers are eligible for a \$1,000 grant if the student lives on campus. Commuting students are eligible for a reduced amount of \$500. Eligible students must have and maintain a 2.5 cumulative Anderson College GPA. Application is made through the Admissions application. Funding may expire prior to June 1 so apply early.

Out of State Grant: Incoming freshmen can receive up to \$3,000 and current students up to \$1,500. Eligibility is based on date of student's deposit. Funding is limited. This grant can only be received by students who intend to live in a residence hall.

Athletic Grants: As a NCAA Division II school, scholarships are awarded to athletes in intercollegiate sports. Please see Athletics for a complete listing of sports offered.

Baptist Scholarship: Eligible students can receive a \$500 scholarship per year. Students must have and maintain a 2.5 cumulative Anderson College GPA. Application is made through the Admissions application. Limited funding is available. Commuting students do not qualify for this scholarship.

Legacy Scholarship: Students with immediate family members (mother/step-mother, father/stepfather, brother, sister) who earned a degree at Anderson College are eligible for a \$1,000 scholarship if the student lives on campus. Commuting students are eligible for a reduced amount of \$500. Students must have and maintain a 2.5 cumulative Anderson College GPA. Application is made through the admissions application. Limited funding is available.

Acteen/Royal Ambassador Scholarships: Students who have achieved the highest level in either are eligible for a \$500 scholarship. Students must have and maintain a 2.5 cumulative Anderson College GPA. Application is made through the admissions application. Limited funding is available. Commuting students do not qualify for this scholarship.

Adult Grant: Students over the age of 60 may be eligible for a grant equal to 50 percent of tuition. This grant does not apply to students enrolled in the Adult Accelerated Degree Program or those auditing a course.

Honors Program Scholarships: Students accepted into the Honors Program are offered scholarships based on the number of years in the program. Students also must meet strict requirements to renew the scholarship. More information can be obtained by contacting Dr. Danny Mynatt, at (864) 231-2056. Scholarship limited to eight consecutive semesters.

Division Scholarships: Scholarships are available for students in their major. Contact the Division Head for more information. Funding is limited so apply early. Students can maintain their scholarship by remaining within their division. Students must also have a 3.0 GPA, 30 hours earned per academic year (fall, spring, and summer) and fulfill all club/activity requirements set by the Division Head. Division Scholarships are limited to eight consecutive semesters.

Visit www.ac.edu to learn more about the Anderson College Division and Merit Scholarship opportunities. You may also download the Anderson College catalog for more in-depth information.

Loans

Anderson College's Office of Financial Aid Planning administers a variety of loan programs for students who need financial assistance. Often part of a financial aid package, loans provide students with an opportunity to invest in their future, typically at interest rates lower than those on the commercial market. Students at the Anderson College who borrow wisely are acquiring marketable skills which will enable them to repay their loans.

Educational loans are the largest financial resource available to students pursuing postsecondary education. Student loan programs allow students to borrow money at low interest rates, with no collateral, and generally no cosigner. Most student loans do not need to be repaid until the student graduates or drops to less-than-half-time status.

Students are reminded that borrowing money for college is a serious financial obligation. In addition to the principal borrowed, interest is generally charged for use of funds. It is important to remember that when you borrow money it must eventually be repaid. When signing a loan promissory note, you enter into a legal, ethical agreement. Legally, you will be required to sign the note promising to repay the loan. Ethically, you are responsible to future borrowers, since collections from old loans are major funding sources for new loans. Think about this commitment carefully when taking out a loan, and consider how much you reasonably can afford to repay.

Anderson College uses the ELM Resource Loan Process exclusively. ELM Resources is an alliance of lenders who have created the student loan industry's first ATM-scale data switch and interactive Internet client software. As a nonprofit company, ELM provides Anderson College uniform delivery of student loans regardless of which lenders her students choose to use.

ELM is an educational loan processing and management system. Utilizing a centralized database and network, it enables the College, its preferred lenders, guarantors, and servicers to process student loans regardless of which lender or guarantor is involved.

Anderson College exclusively uses ELM's National Disbursement Network (NDN) for the Electronic Fund Transfer (EFT) of loan proceeds. ELM's NDN enables Anderson College to receive all loan funds and handle fund returns through a single disbursing agent. Stafford and PLUS Loans are disbursed by EFT daily. Alternative loans are disbursed by individual check payable to the student. South Carolina Teacher's Loans are also disbursed via EFT.

How to Apply

At Anderson College, eligibility for student loans requires that students apply for financial aid using the Free Application for Federal Student Aid (FAFSA). Once the application process is complete, the Office of Financial Aid sends each student a Financial Aid Award Letter.

Students accept the loan(s) awarded by signing and returning the Award Acceptance Form. For Stafford loans, the student will also indicate their lender of choice. First-time borrowers must complete an entrance interview found in the back of the form.

The Master Promissory Note (MPN) is the new method for all students to apply for their Stafford Loans. The initial MPN application, which replaces the Common Stafford Application, may represent the one and only time you are required to complete a loan application.

First-time borrowers at Anderson College must complete a Loan Entrance Counseling session.

Parent Borrowers who wish to utilize the Federal Parent Loan for a dependent undergraduate student (PLUS) can apply online.

Lenders: Citibank www.studentloan.com/; SCSLC www.slc.sc.edu/; EDUCAID www.educaid.com/.

International Studies: Financial aid is available for students wishing to study overseas. For financial aid to be approved the student must be taking classes that meet the student's graduation requirement. The student must also attend full time. For more information on this program contact Allison Sullivan at (864) 231-2182 or 1-800-542-3594.

Endowed Scholarships

Named Endowed Scholarships are awarded through the Financial Aid Planning Office as part of the overall grant award. To be considered, all students are encouraged to apply for Federal, State and institutional aid. The Financial Aid Planning Office will select eligible students based on the criteria required for the Endowed Scholarships. Some of the scholarships listed below require a separate application/interview and are noted with an asterisk(*).

General Scholarships

Abney Foundation
Ed & Zana Rouse
Eliza C. Vandiver
Henry Harper
Willie Sue Boleman Webb
Charles & Dorothy Fant
Philip & Zilla Cowherd
Margaret Woodham
Charles E. Daniels
Evelyn Henderson
C. P. Swetenburg
Louise Williams
Harold & Ruby Hutchinson
Catherine Duncan Johnston
Nettie R. Ducworth
William & Mary Watson
Alumni Board Scholarship*
Eugene Milford
Annie Elrod Webb
G. Ross Anderson, Jr.
Farrah Whitworth Thompson
Belk Simpson*
Frances Marion Warder
Eunice & Frank Brownlee
J. Calhoun Pruitt, Sr.
Gayle & Steve Merritt
Lucy Primrose Whyte Hilliker
Jeanne & Bob Fant

Lucille Talmadge Gaines
Charles S. Sullivan
M. B. Nannie Leopard
M. E. Clement
Carroll Griffin
Helen Anderson
Lila Terry
J. B. Hall
Joe B. & Audrey Vickery
Bill Brissey
Shirley James Findley
Catherine Sullivan Acker
Louise Whitfield & Louise Kellett
Ada Powell Meeks
Catherine Pracht Young
George Coventry & Nita Schidt
Roughgarden
Clarence F. & Mildred Cunningham
Brown
Leathy Williford McClure &
Kathleen Williford
Ella Vera Kneece
Bertha McQueen Fortune
Edith Cecilia Whitten & William
Sammy & Claudia Sparrow
Ernest Woodson, Sr.
Gary V. Glenn
Robert E. Burks*

For Anderson County Residents

Pete Stathakis
Anderson Rotary Club
Nancy Ann Garrison
Ron C. Cross
Nellie G. Harvey

Ernest F. & Virginia L. Cochran
Anna McFall Holler
Frances Welborn King &
S. Marshall King, Jr.

Ministerial Aid-Church Related Vocations

Rouse-Garrett
Joseph Newton Brown
C. Henry Branyon
Bill & Susie Brock
J. K. Lawton
The Charleston Heights Baptist Church

Thrift Brothers
Carolyn Geer Hester
C. M. & Martha Bowers
Carolyn Brown Mattox
Jim and Gloria Stovall and Family

For Women

Van Ray Kenny Harvey
Robyn Axmann

Jill Dunlap*
Olga V. Pruitt, MD

Endowed Athletic Scholarships

Golf
Harry Winburn Jones*

Tennis
Todd Fant*
Max Grubbs*

Art

Blanche Holcombe

Baptist Scholarships

Saluda Association Women's Missionary Assoc.*
Sara Craddock
W. H. Keese & Hazel Leathers Keese
Esther Jordan Caskey

Business Majors

George C. & Jo Ann Langston
Dennis Claramunt

Education

Jeanette Morris Moorhead
Annie May McCarrell
C. F. Reames

Fine Arts

LaVerne R. Hunt
Ruby Stevenson Nettles

Journalism

James R. & Marjorie Willis Young

Music Majors

E. Jablonski*
Mary Jones
Philip Charles Bryant

Virginia Evans Hammond*
Frances Lollis Gaston
Floride Smith Dean

Annual Scholarships

AC Women's Council
Alfred Moore
Anderson Woman's Club
D. L. Scurry

George & Linda Haynie
Greater Anderson Rotary Club
Lettie Pate Whitehead
The Baptist Courier

Consumer Information

Information on financial aid is available by calling 1-800-542-3594 or (864) 231-2070. Students are encouraged to visit the Anderson College web site at www.ac.edu and click on the Financial Aid link in order to get more information. Specific questions can be asked on this web site by sending them to finaid@ac.edu. This catalog and the office staff can supply answers to questions concerning: refund policies; all aspects of the academic program; data regarding student retention and the number and percentage of students completing a specific program of study. Details on this information are available to any student from the Registrar, Controller or the Vice President of Enrollment Services. Additional information available upon request from the staff and from the catalog and handbooks of the college consists of: description of all financial aid programs available to students who enroll in Anderson College; procedures and forms for applying for such aid; rights and responsibilities of students receiving such aid; criteria for continued eligibility; criteria for determining good standing and maintaining satisfactory progress; means and frequency of payment of awards; terms of loans; general conditions and terms of student employment; and cost of attending the institution, including direct and interest costs.

EXPENSES

No student, whether at a public or private college, pays the full cost of his or her education. Students at public institutions receive the benefit of a tax subsidy, and students at denominationally sponsored colleges receive the benefit of the annual gifts from the denomination, gifts from friends, and the income from endowment provided by friends of the college. At Anderson College, this reduces costs for each student by about 30 percent. The costs listed below represent a major part, but not all, of the actual cost of the education of the students.

Charges (Effective fall semester, 2005 charges subject to change upon suitable notice.)

Full-time student (12-17 semester hrs)	\$7,150.00 per semester
Part-time student (fewer than 12 semester hrs)	\$390.00 per semester hour
Adult Accelerated Program	\$295.00 per semester hour
Overload (more than 17 semester hrs in any one sem.)	\$390.00 per sem hr

NOTE: No additional charge for overloads due to enrollment in Theatre 101, 201, 301, 401, ROTC, or Music 120, 121, 122, 123, 125, 126, 127, 128, EDU 275, LAL 101, or HON 310, 410.

Independent/Directed Study	\$390.00 per sem hr
Audit (no credit)	\$195.00 per sem hr
Room (double occupancy)	\$1,525.00 per sem
Single Room Occupancy Fee	\$2,362.50 per sem
15-Meal Plan	\$1,460.00 per sem
21-Meal Plan	\$1,500.00 per sem
Senior Only Any 13 Plus (13 meals/week + \$100 debit)	\$1,460.00 per sem
(no refund) (seniors must have 90 credit hrs)	
Academic and Student Services Fee	\$550.00 per sem

Cost per year for full-time commuting student

Tuition and Academic and Student Services Fee	\$15,400.00
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Cost per year for full-time resident student

Tuition, Academic and Student Services Fee, Room, and	\$21,450.00
21-Meal Plan	

Cost per year for full-time single occupancy resident student

Tuition, Academic and Student Services Fee, Room, and	\$23,125.00
21-Meal Plan	

These totals do not include books, supplies, applied music fees, and personal expenses.

Special Fees

Application Fee	\$25.00
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Art Studio Fee	\$15-50.00
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Music Instruction Fee (music instruction private lessons) per sem hr.	\$280.00
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Music Lab Fees

MUS 120 (College Choir) — Uniform and Activity Fee	\$20.00
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MUS 122 (Wind Ensemble) — Band Activity Fee	\$20.00
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MUS 125 (Anderson Symphony) — Orchestra Activity Fee	\$20.00
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MUS 127 (Anderson College Chamber Singers) —	\$20.00
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Uniform and Activity Fee	
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MUS 128 — Guitar Activity Fee	\$20.00
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Lab Fee for Laboratory Sciences and KIN 227.	\$40.00
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Computer Science 330 Course Fee	\$50.00
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Online Course Technology Fee	\$40.00
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Dropping a class after Drop/Add period	\$5.00
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Checking in after Check-in period	\$50.00
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Automobile Registration	\$35.00
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Resident Student Housing Reservation/Damage Deposit	\$250.00/yr
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Graduation Fee by Application Deadline	\$25.00
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Graduation Fee for Late Application	\$50.00
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Transcript.	\$3.00
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Student Teaching Fee (Cooperating Teacher and SLED Check)	\$108.00
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Credit by Examination	\$325.00
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Explanation of Charges

Tuition. The tuition charge is the basic cost of the student's education and covers the cost of instruction. It does not include textbooks and supplies, which the student purchases. A full-time student is one who, whether resident or non-resident, is taking from 12 to 17 semester hours of work. The student who takes fewer than 12 semester hours is considered a part-time student and is charged on a semester-hour basis. Part-time students given permission to live in the residence halls are charged the same rate as a full-time student. The student who has permission to take additional hours above 17 is charged for each additional semester hour, with the exceptions noted on the previous page.

Rooms and Meals for Resident Students. Resident students normally receive more financial aid than commuters, therefore, the actual amount paid to live on campus may be much less than the amounts stated. Changes in meal plan, which is required for resident students, are permitted but must be completed by the first class

day of each semester. Changes should be requested through the Financial Aid Planning Office. The boarding student is entitled to meals for each week the school is in session. This does not include holidays, during which classes are suspended, the residence halls are closed, and the food service is suspended. No refund or cost adjustment is made for meals which the student does not eat.

Academic and Student Services Fee. This fee covers a major portion of the total cost of many services and activities offered in the academic and student life program. In the area of academics, academic services, tutoring, and career planning and placement services are some of the programs provided. Within student life, the college newspaper, athletics, Baptist Campus Ministries, health services, Student Government Association, and intramurals are provided. Even though the academic and student services fee covers most social and recreational costs to the student, there are occasional extra expenses in this area.

Insurance. All full-time students are eligible to purchase health insurance coverage. The insurance is a group accident and sickness policy and covers the 12 months of the school year. The student purchases this insurance for the full amount at the beginning of his/her enrollment directly from the agency through which the coverage is written. Application for coverage may be obtained through the Office of Student Affairs. All international students are required to show proof that they are covered by health insurance while they are students at Anderson College.

Special Fees. The **art studio fee** covers the cost of some materials that must be used by students enrolled in art studio courses. The **application fee** covers the clerical costs of processing the student application. This fee is non-refundable and is paid only once at the time of initial application to Anderson College. The fee is not paid a second time for students who continue enrollment from one year to the next nor by students who interrupt their enrollment for any period of time. The **music instruction fee** covers the cost of instruction in applied music in small classes and individual instruction and the maintenance of instruments for student use in music practice. The **laboratory fee** for laboratory science courses and the CS 330 course fee covers the cost of special materials necessary for instruction. The **online course technology fee** is in support of the technology infrastructure required to provide effective online learning and instruction. All students, whether residents or commuters, who drive a vehicle onto the Anderson College campus and use the college parking facilities must register their cars with the College. The **registration fee** covers the vehicle from August 1 through July 31. Those who register a vehicle in the spring or summer terms must register them again for the fall semester. If a student occasionally drives a vehicle other than the one registered (such as a parent's car), an additional bumper sticker must be purchased for this car in order to avoid the penalty of parking an unregistered vehicle on campus. The student handbook contains details concerning parking regulations. All resident students pay a **Housing Reservation/Damage deposit** of \$250.00 at the beginning of their first semester of enrollment at Anderson College. After graduation or withdrawal from college, they receive a 100 percent refund unless campus property damages or lost keys are charged against them or unless there is an outstanding debt owed to the College. The student will be responsible for any damages in excess of the security deposit. The **graduation fee** covers the cost of the diploma and the diploma cover. The transcript fee covers the cost of duplicating and mailing a copy of the student's official academic record to any person to whom, or institution to which, the student requests that the record be sent. The College offers several programs of

study/travel. These courses usually last from one to three weeks. The student who enrolls in these courses pays the course tuition as well as all travel expenses, which are normally included in a package tour.

Financial Policies

Reservation Fee and Terms of Payment. The applicant who is notified of acceptance must send within two weeks a prepayment of \$125.00 for the resident student to reserve a residence hall room or \$50.00 for the commuting student to hold a place in the student body. First Choice students pay a priority housing deposit of \$200.00. All expenses for the fall semester are due by July 1. Students who fail to pay all fees for the semester risk the chance of losing desired classes. For the spring semester, payments are due January 1. For the summer terms and evening division, the payments are due at the time of registration. A statement of fees is provided by the Financial Aid Planning Office so that the student can see in detail the costs. The payment of tuition and other basic charges is required in advance. After registration, the Business office will assess fee charges which apply to special courses such as music instruction fees, fees for overloads or independent study, and audit fees. Checks and drafts should be drawn to the order of Anderson College. The Business Office and the Bookstore also accept VISA, MasterCard, Discover, and American Express.

Cancellation, Withdrawal and Refund Policies. Any credit on a student's account will be used to reduce any outstanding debt owed to the College or aid programs. No refund is made of the application fee. A full refund of the commuter or the resident prepayment of fees is made only if requested in writing prior to May 1 for the fall semester and December 1 for the spring semester. All requests should be sent directly to the Financial Aid Planning Office. Full-time students who officially withdraw before financial responsibility are not charged for the semester. Any tuition payments, outside scholarships, etc. will be returned to the appropriate source. Part-time non-resident students enrolled in the fall or spring semester are eligible to receive partial refund of tuition if they officially withdraw from one or more courses before the financial responsibility date. The first day of classes will be considered the first day of the term for purposes of adjusting charges and computing financial aid. The official withdrawal date for all charges will be the date the college is notified by the student or their representative. To officially withdraw from the college the following must occur: (1) begin process in the Academic Services Office; (2) review financial obligations with Financial Aid Planning Office.

For summer school students who withdraw, tuition charges will be reduced by the following percentages for each summer term of attendance:

After 1 class/1 day	20%
After 2 classes/2 days	50%
After 3 classes/3 days	80%
After 4 classes/4 days	no refund

Room, board, and fees for students who withdraw during summer school will be reduced by the following percentages:

After 1 day	15%
After 2 days	30%
After 3 days	65%
After 4 days	no refund

Tuition and fees for the Adult Accelerated Program are reduced by the following percentages:

After 3 classes	50%
After 4 classes	80%
After 5 classes	no refund

All refunds to the aid programs and the student will be made within thirty (30) days of the official withdrawal of the student and will be mailed to the student's permanent address. Refunds involving financial aid may be delayed due to processing requirements and may be governed by program regulations.

Return of Title IV Funds. The return of Title IV funds policy assumes that a student earns federal aid based on the period of time the student remains enrolled. During the first 60% period, a student "earns" Title IV funds in direct proportion to the length of time the student remains enrolled. Unearned Title IV aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the formula. Unearned Title IV funds must be returned to the Department of Education according to the Return of Title IV Funds return policy. A student who remains enrolled beyond the 60% point earns all federal aid for that term. No federal Title IV aid will be returned when student remains enrolled beyond the 60% period. An example of the federal refund calculation is available upon request. Institutional and state aid are considered earned after the financial responsibility date. After a student withdraws and the return of Title IV calculation is complete, the Financial Aid Planning Office will bill the student for any amount owed to the college. Payment is expected within thirty (30) days of receipt of the bill.

Financial Penalties. The College always regrets the circumstances which make it necessary for the student to pay any fine or penalty fee. Parking regulations are enforced, and a student who does not follow these regulations will be charged a fine as described in the student handbook. The Library charges fines for students who keep books beyond the assigned period of time. The resident students are held responsible for property damage in the dormitory and make a deposit toward any assigned damages. As explained above, a portion of this fee is returned, less assignable damages, if there is no outstanding debt owed to the College. The student signs an application stating that he or she understands the rules and regulations of the College. The student is held responsible for meeting these regulations and paying any fines which may be imposed for infractions. Students with unpaid balances, whether for regular charges, fees, or fines, are subject to being withdrawn from classes at a time determined by the College if all accounts are not settled in a timely manner. The College does not release transcripts or credits to a student, or to any other college, if the student has unpaid charges or fines. Students with unpaid tuition, fees, room, board, or fines are not allowed access to refunds on their student account. Students cannot register for classes if there is any outstanding balance owed the college.

Student Bank. The College operates a student bank for resident students, who may deposit funds into the bank and withdraw them as needed. All students are eligible for a one-time transfer from their student account per semester. The amount transferred must come from a credit balance and is not to exceed \$500.00 (limited to \$200.00 per day withdrawal). There is no fee for this service. All students are encouraged, however, to open checking accounts at local banks and use their services for

cashing checks. All campus services, other than the Business Office or Bookstore, require cash payments.

Academic and Financial Responsibility for Classes. A student who withdraws officially from the College, on or before the deadline beyond which withdrawals are not permitted, will receive the grade of "W" for all courses in which he or she is enrolled at the time of withdrawal. The official withdrawal date will be when official notification is given to the college. The following statements do not apply to summer sessions or to special programs. (See the Summer School Bulletin for policies pertaining to summer school.) If a student withdraws from one or more classes or withdraws officially from the College, those classes from which s/he has withdrawn will not appear on the student's record for the semester. The student is academically responsible for all classes in which he or she is enrolled at the end of the second week of the semester, and is financially responsible for all courses for which he or she is enrolled at the end of the second week of classes. Financial responsibility includes, but is not limited to, tuition, fees, fines, accumulated interest, late charges, and collection costs. Failure to meet obligations to Anderson College may result in the delinquent account being placed with a collection firm. Students are responsible for all collection costs, attorney's fees and court costs incurred by the College in collecting their delinquent accounts. Collection costs could exceed fifty percent (50%) of the total due.

Optional Monthly Payment Plan. Anderson College offers a service that spreads out the cost of college over a period of time. This plan enables parents to pay for tuition and fees on a monthly basis. Any financial aid (except work-study) received by the student is subtracted from the basic charges to determine the balance due for the year. These payments are divided into equal installments with the last payment being due the last month of the academic year.

Please contact the Financial Aid Planning Office for additional information at (864) 231-2070 or ejaggers@ac.edu, or stop by the Financial Aid Planning Office and pick up a brochure.



Academic Policies



Like all institutions, Anderson College has requirements that must be met before a degree can be awarded. Such requirements include curricular expectations, MAL attendance, and satisfactory progress in light of certain policies and procedures. Advisors and administrators are committed to assisting students meet these requirements, though it is the primary responsibility of the student, however, to be acquainted with, make progress toward, and ultimately meet all degree requirements. College academic policies are subject to change with suitable notice; subsequent editions of this catalog will document such changes.

DEGREES AWARDED

Upon satisfactory completion of all degree requirements, Anderson College confers the Bachelor of Arts, the Bachelor of Science, the Bachelor of Music and the Bachelor of Music Education degree. The Bachelor of Business Administration degree, the Bachelor of Human Services and Resources degree, and the Bachelor of Criminal Justice degree are conferred only to students in the ACCEL program. Programs of study, described elsewhere in this catalog, include majors, minors, and concentrations. Majors lead to a degree and consist of a prescribed set of courses and requirements of increasing sophistication. Generally, these courses are within a specific discipline, but in interdisciplinary programs, majors may include requirements from multiple disciplines. Minors are a prescribed course of study in a discipline outside the major. As such, it shares definition with the major but is less extensive. Concentrations are a prescribed set of courses providing a greater depth of study in a sub-discipline of a major. A concentration may include courses outside the major.

Completion of Second Degree

Students desiring a second bachelor's degree must complete at least 30 semester hours beyond the requirements for the first degree, including all general education and major requirements for the second degree. Students may not earn more than one Bachelor of Arts degree or one Bachelor of Science degree.

Degree Designations on Diplomas

Diplomas from Anderson College will bear the degree earned, the major (where applicable), and the concentration (where applicable). The student's transcript will also list the appropriate degree, major, and concentration.

GRADUATION REQUIREMENTS

Total Credit Hours Required

Degree requirements range from 120-134 semester hours, dependent upon program of study selected, though most programs require 128 semester hours.

Completion of General Education Requirements

The general education curriculum requirements at Anderson College are a combination of core and distribution requirements, allowing each student a combination of coherence and choice in achieving program objectives. The program exposes students to a broad range of ideas and subjects. Requirements for degrees are listed elsewhere in this catalog.

Application for Graduation

Students must file an Application for Graduation with the Registrar's Office by the deadline indicated in the academic calendar. Failure to meet the stated deadline may result in a delay in time of graduation. All students eligible to graduate following the fall or spring semester are expected to participate in the graduation ceremony conducted at the conclusion of the semester. Students graduating in August are invited to participate in the December ceremony. A graduation fee of \$25 is required and is payable at the Business Office before the application is submitted to the Registrar. An additional \$25 late application fee is applied if the deadline is not met. Caps and gowns are ordered from the college Bookstore.

Clearing Financial Obligations Prior to Graduation

Any indebtedness to Anderson College for tuition, fees, library fines, parking fines, disciplinary fines, room, board, or Bookstore charges must be cleared before graduation. Failure to do so will result in losing the privilege to participate in commencement, delay in receiving a diploma, and inability to receive any transcripts.

CLEP, ACE Credits, Correspondence Course Limitations

A maximum of 24 semester hours credit is given for formal education in the armed services, based on American Council on Education guidelines. A maximum of 24 semester hours of CLEP credit may be applied toward a degree at the College. No credit is awarded for CLEP general examinations. The Evening Admissions Office and the Registrar's Office can provide a list of CLEP tests, the course equivalents, and the minimum scores required for receiving course credit. Credit earned through correspondence studies offered by an accredited college or university may be transferred to Anderson College.

Declaring a Major/Minor

Students may declare a major at any time during the freshman or sophomore years, but they must submit a Declaration of Major form upon completion of 60 semester hours of credit. Some majors require certain courses at the freshman and sophomore levels; students should consult their advisor to assist in course selection. Completion of all requirements for the selected major is necessary for graduation. Students may elect to have a minor. Since the requirements in the minors vary according to discipline, students should make their selection as early as possible but preferably before the junior year. The minor will be recorded on the official transcript but not on the diploma. The application forms for the minors are kept in the office of the Division Head. While the faculty advisor will assist the student in planning for both the major and minor, there is no guarantee that there will not be scheduling conflicts. In such cases, the major must always take precedence.

Double Major

Students pursuing a double major/concentration must complete all general education and major requirements for both majors/concentrations. Such efforts may exceed the eight semesters normally required to earn a bachelor's degree.

Grades in Major/Minor Courses

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Master-the-Art-of-Living Program

MAL consists of a wide range of learning experiences designed to enhance one's personal, intellectual, social, and spiritual growth. Program events are classified either as Category One, chapel and community worship services; or Category Two, personal enrichment, college survival, career preparation; or Category Three, freshman community service. Sophomore through senior students must attend six programs in category one and two during each semester of full-time attendance. Freshmen are required to attend six category one events, three category two events, and to complete ten hours of community service in category three during each semester of full-time attendance in the freshman year. (Community service hours that are components of courses may not be used to satisfy this category three requirement.) The MAL program is graded on a pass/fail/incomplete basis; ACCEL students are exempt from this requirement. Full-time traditional students must receive a "P" in MAL 402 to be eligible for graduation.

Residency Requirement

Bachelor's degree candidates must complete a minimum of 36 semester hours at Anderson College, including at least 15 semester hours upper-division credit in the major. Thirty of the 36 must be the last hours completed in the degree program.

ADDITIONAL POLICIES AND REGULATIONS

Academic Honesty

Students at Anderson College are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. Just as academic honesty is vitally important to the value of a college education, academic dishonesty is a serious offense because it diminishes the quality of academic scholarship at Anderson College and defrauds society, the institution, faculty, and other students. Additionally, academic dishonesty undermines the well-being of those who may eventually depend upon one's knowledge and integrity. Anderson College encourages the imposition of strict penalties for academic dishonesty and does so in order to protect the integrity of the grading system and to affirm the importance of honesty, integrity and accountability in the College community. The policy on Academic Dishonesty is described in the Student Handbook. The forms of academic dishonesty addressed by this policy include plagiarism, fabrication, cheating, and academic misconduct.

Academic Load

The academic load is measured in terms of "semester hours." Students normally take 16 semester hours each term. This may consist of five to six different subjects. One tuition fee is charged to all full-time students, that is, those enrolled for 12-17 semester hours. The student taking more than 17 semester hours, excluding Theatre 101, 201, 301, 401, ROTC, Music 120, 121, 122, 123, 125, 126, 127, 128, EDU 275, LAL 101, or HON 310, 410, is charged additional tuition. Some courses, such as applied music courses, require an additional fee regardless of the student's load. Depending upon one's grade-point average, a student may be advised to register for fewer semester hours than the normal load. Students with grade-point averages 3.0 or above may be permitted to exceed the normal semester-hour load. Students enrolled in 12 or more semester hours are considered full-time students. Resident students are required to be enrolled in at least 12 hours to retain the privilege of living in a college residence hall. Students who enter as conditionally admitted are limited to a maximum of 15 credit hours during the first semester.

Registration

Registration is the process of enrolling in classes for a semester or summer term. Current students may pre-register for classes following consultation with their faculty advisors. New students will register for classes during late spring and summer once they have been assigned to and consulted with their freshman advisor. Late registration will be completed during the Drop/Add period at the beginning of each term. A student must be in good academic and financial standing in order to complete the registration process.

Adding and Dropping Courses

At the beginning of the semester, there is a three-day add/drop period. No course can be added after the third class day for classes meeting three times weekly, or after the second class day for classes meeting twice weekly, or after the day preceding the second class day for classes meeting once weekly. Any course dropped during the first two calendar weeks does not appear on the student record, and the student is not charged for it. If a student does not attend class on the first scheduled class meeting without prior notification to the instructor, the student will be withdrawn from the class. The instructor will also withdraw a student from a course if and when the number of absences allowed in the course is exceeded prior to mid-term. If the number of allowed absences is exceeded after mid-term, a grade of "F" will be recorded.

Classification of Students

Students are classified according to the number of semester hours earned, at the following semester-hour intervals:

<i>Semester Hours Earned:</i>	<i>Classification</i>
0 – 29	Freshman
30 – 59	Sophomore
60 – 89	Junior
90 or above	Senior

Classification of TCR refers to students who are seeking initial teaching certification. "Special" is used for students renewing their teaching certification or adding on an additional endorsement. Students are also classified as either "resident" or "commuter" and as "part-time" or "full-time." Full-time students are those who are registered for 12 or more semester hours of course work during a semester. If a resident student drops below 12 semester hours, permission from the Dean of Student Services must be granted to remain in a college residence.

Course Numbering

Courses designated for different levels are numbered as follows:

100-level–Freshman; 200-level–Sophomore; 300-level–Junior; 400-level–Senior

Freshmen may not register for 300–400 level courses. Students classified as sophomores may not register for 400-level courses and may not register for 300-level courses without special permission from the instructor in the course and from the head of the division in which the course is listed. Students classified as juniors may register for any level course for which a prerequisite has been met.

Tests and Examinations

Students who have studied French or Spanish in high school and who make a satisfactory score on the language placement tests in those subjects are allowed to enroll in intermediate rather than beginning courses. These tests are used to determine the level at which students should begin the study of the disciplines covered by the tests. Transfer students are not given a test in English if allowed to transfer courses that are considered the equivalent of English courses that meet the College's general education requirements in these areas. Periodic tests and a final examination at the end of the semester occur in all classes. Final examinations are scheduled for all classes, and the examinations are given as scheduled. When a student is absent from a test or examination, the instructor for the course determines whether the student is to be allowed to make up the test or examination missed. The semester's work for a course ends when the final examination has been given.

Developmental Courses

Students needing to improve their academic skills in order to succeed in college level courses are provided developmental classes in English and mathematics. These classes provide the information and skills necessary to perform satisfactorily in subsequent courses in these subjects. SAT and/or ACT scores and high school achievement are used to identify students needing the special courses. Students placed in one or more of these courses may require longer than the normal period to complete the academic program at Anderson College. Developmental courses do not count toward graduation; however, grades earned in these courses count in the computation of the student's grade-point average. They also count in determining full-time status and in eligibility to participate in intercollegiate athletics.

Transferring Credits to Anderson College

Credit is given for transferable courses successfully completed (C grade or higher) at a regionally accredited college or university. Credits earned at non-accredited institutions, non-college parallel programs at technical colleges, and non-traditional programs are evaluated for transfer on a case-by-case basis. All courses accepted for transfer will be entered on the academic transcript. Transfer grades work will not be computed in grade point average. A maximum of 64 semester hours will be accepted toward a bachelor's degree in transfer from an institution that awards only the associate degree. Substitution of transfer courses for courses required in degree programs at Anderson College will be determined on a case-by-case basis. Maximum flexibility will be exhibited in determining the appropriateness of course substitution. In the Teacher Education Program, Anderson College is obliged by accreditation standards to accept only courses considered equivalents of the courses in the College's approved Teacher Education Program. The Head of the Division of Education must approve all transfer courses for education majors. Transcripts of transfer students will be evaluated as soon as possible after acceptance. Students will be directed by the Admissions Office to make an appointment with the division head of their chosen major who will advise the student of the transfer courses that have been accepted.

Credit by Examination

Advanced Placement. AP examinations with a score of 3 or higher will be accepted for credit at Anderson College provided that an official copy of the score is received by the Registrar's Office. A student's transcript will note credit earned (CR).

College Level Examination Program. CLEP is intended to reward college-level achievement without regard to how that achievement was attained. Only subject exams, essentially end-of-course tests developed for specific courses, are applicable to credit at Anderson College. Information and materials are available from the Director of Evening Admissions.

Course Challenge. With the approval of the appropriate faculty member and division head, a student may receive credit by demonstrating mastery through an examination. The faculty member and the division head must approve if credit by examination is appropriate in a given course. Earning credit through examination is an opportunity that may be granted under certain circumstances. A student may not receive credit by examination for an independent or directed study course, a course audited, a course with an acceptable CLEP examination, or a course in which a grade of "D" or "F" has been earned. Students desiring credit by examination may not attend any classes in a course related to the challenge. Upon approval, a student must register for the examination during the registration period and pay the examination fee. The student may consult the faculty member early in the term about the content of the examination and the standards by which it will be evaluated. However, the faculty member will not provide the student any instruction beyond a description of the examination and a recommended list of readings. Credit by examination is awarded for a grade of "C" or higher. An entry of CR will be placed on the transcript indicating that credit has been awarded. If the grade on the examination is below "C," an entry of NC will be recorded. The semester hours earned through credit by examination will count in the hours earned, but a student's grade-point average is not affected by a course challenge.

Independent and Directed Studies

Students may take by independent study a course in the College curriculum with approval of the instructor, advisor, and division head. The student meets with the instructor individually and completes most of the course work through independent activities. A course that is being offered during a particular semester cannot normally be taken by independent study. Generally, a faculty member will not supervise more than six (6) semester hours of independent study concurrently. A directed study course may be offered when one or more students request a course which is not included in the curriculum of the College but which is appropriate to the mission and scope of the College.

Course requirements for independent study are the same as the requirements and learning objectives of the course when it is taught in structured classes. Independent study is approved only for students of high ability (generally requiring a cumulative GPA of 3.0 or higher) and motivation, inasmuch as it requires more time, concentration, and initiative for successful completion. A course in which a student has previously earned a grade of "D" or "F" may not be repeated through independent study. Tuition for independent and directed studies is not included in normal tuition charges, and is based on the per credit hour charge at the time the independent study or directed study course is offered. Faculty, staff, and their dependents must pay the full amount of tuition charged for independent study or directed study courses.

Grade Point Average

The GPA is computed by dividing the total number of grade points earned by the total number of semester hours attempted, excluding repeats of courses in which the

grade of “D” or “F” has been earned. A student’s transcript shows three different calculations of the grade-point average: (1) the grade-point average designated as “AC” includes only those grades earned in courses numbered 101 or higher and is used to determine eligibility for the Dean’s List, honors at graduation, admission to the Teacher Education Program, and graduation; (2) the designation “Grad” includes only courses numbered 101 or higher and is used to determine eligibility for Dean’s List, graduation honors, admission to teacher education, and graduation; (3) the grade-point average designated on the transcript as “CUM” reflects grades earned in courses numbered 100 or below (developmental or remedial courses), as well as all other work completed at Anderson College. Academic probation and suspension are determined by this calculation of the grade-point average.

Right of Appeal

If a student perceives treatment to be unfair, capricious, or arbitrary in any academic decision, then such a decision may be appealed. Appeals must be initiated within one month of the date of the decision or action being appealed. The student should first appeal the decision in writing to the person who made it, stating appropriate rationale for reconsideration. If the matter is not resolved, the student may then appeal the decision in writing to the next highest authority. In matters related to courses, the line of appeal is the instructor in the course, then the division head, and finally the Vice President for Academic Affairs. Each person to whom an appeal is made has five working days in which to communicate the decision to the student. Students should understand that mere unhappiness with a decision is not grounds for an appeal. For an appeal to have merit, there must be some evidence that the student has been treated inappropriately with regard to the administration of the College’s policies.

Grading System

The grades appearing on the transcripts of students at Anderson College are as follows:

<i>Letter Grade</i>	<i>Description</i>	<i>Value</i>
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
CR	Credit	0
NC	No Credit	0
F	Failing	0
P	Passing	0
I	Incomplete (A student requested grade)	0
W	Withdrew	0
NR	No report by instructor	0
X	Audit, no credit	0
UA	Unsatisfactory Attendance	0
UG	Unsatisfactory Grade	0
UB	Unsatisfactory Attendance and Grade	0

Both “I” and “NR” are temporary grades. The grade designation “I” is a student-requested grade and is not assigned otherwise. “NR” is a designation that may appear when a grade is not reported by the instructor. This is a temporary grade and will be

changed to a permanent grade by the instructor at the earliest opportunity. Grades of “I” and “NR” are not computed in the grade point average.

Each student is responsible for keeping a personal record of grade reports and total credits earned. The Registrar’s Office will, upon written request, release a student a copy of the transcript.

Early Conditional Grades

In an effort to target students who encounter academic difficulty in the early weeks of each semester, and to alert the students of their difficulties, professors assign temporary grades. These grades are symbolized by “UA” (Unsatisfactory Attendance), “UG” (Unsatisfactory Grades), and “UB” (both attendance and grades are unsatisfactory).

Incomplete Grades

The grade of incomplete must be requested by the student when some circumstance beyond the student’s control prevents the completion of all course requirements on time. The student makes the request in writing to the instructor, who must approve the request before a grade of “I” can be assigned. A student may not receive an incomplete grade simply because of failure to complete the requirements for a course where there are not extenuating circumstances. The course work must be completed, and the final grade reported, within thirty days following the end of the academic term in which the “I” was requested. Otherwise, a failing grade will be recorded. Students requesting an extension of this time must seek approval of the faculty member. A final grade report is not sent to students after finishing an incomplete. The student may consult either the course instructor or Registrar for the final grade. Incomplete grades that are not completed in a timely fashion will be converted to an “F” at the end of the following semester.

Pass/Fail Option

To encourage students to broaden their academic program Anderson College has established a policy whereby students, under certain circumstances, may register for a limited number of semester hours credit on a pass/fail basis.

The following guidelines apply: (1) Students must have earned at least 60 semester hours of credit and have earned at least a 2.5 GPA in order to register for courses on a pass/fail basis; (2) Students may register for no more than 12 semester hours of credit on a pass/fail basis in their degree program; (3) Students may not register for more than one pass/fail course in a given semester or summer term; (4) Students may not register for any general education requirement or major/minor requirement on a pass/fail basis, as only electives may be taken on a pass/fail basis; (5) Students must have satisfied all prerequisites for a course for which they register on a pass/fail basis or have the permission of the instructor to enroll in the course; (6) Students who have registered to take a course by pass/fail may not change this decision after the date of financial responsibility; (7) Students who wish to repeat courses in which they earned the grade of “D” or “F” may not register to take them on a pass/fail basis.

The following procedures are to be followed: Students who wish to register for a course on a pass/fail basis should obtain the Pass/Fail Option Checklist from the Registrar, and return it to the Registrar before the date of financial responsibility. Instructors are informed of students in their classes who are taking courses pass/fail. Students complete all requirements for a pass/fail course, including the final examination. Instructors report the grade a student earns in the course. The grade of “P” is

recorded for students who earn an “A,” “B,” “C,” or “D,” or the grade of “F” for students who earn a failing grade. Courses taken on a pass/fail basis count in the computation of hours earned for courses in which a passing grade is earned. The grade of “P” does not count in the computation of the grade point average, but the grade of “F” is computed in the grade point average.

Grade Changes

Once a grade has been recorded, it may be changed only by the instructor to correct a computational error; and such changes must be approved by the head of the division in which the course is listed. If a student feels that a grade received has been assigned unfairly then the grade may be appealed. The appeal must be presented in writing within one month in the following order: the instructor who assigned the grade, the head of the division in which the course is listed, and finally the Academic Dean. However, a decision to change a grade in such cases can be made only by the Academic Dean.

Grade Reports

Grades are reported at the end of the semester and mailed to the requested address. Any changes in name, address, or other information must be reported in writing to the Registrar's Office. If a grade report has not been received through the mail within a month after the end of a semester, the student should contact the Registrar's Office. Also, a progress report during the first half of the fall and spring semester is reported to students and advisors.

Dean's List

Outstanding academic achievement is recognized each term by inclusion on the Dean's List. Full-time students who have a term grade point average of 3.5 or better are eligible for this recognition. Grades in courses numbered 100 or below and incompletes are not calculated in the determination of eligibility for the Dean's List as reflected by the GPA on the “AC” line.

Graduation Honors

Anderson College follows the practice of graduating students with honors and confers three categories of recognition to outstanding students. First, the President's Award is presented to a member of the graduating class who best exemplifies a balance between campus leadership, citizenship, scholastic aptitude, Christian commitment, and concern for fellow students. Second, during the awarding of diplomas, members of the graduating class are named to membership in the Denmark Society, which honors former President Annie Dove Denmark. Students named to this honor represent the highest Anderson College ideal in leadership, campus citizenship, scholarship and Christian character. Finally, students who successfully complete the Honors Program are recognized in the graduation program, and a notation of this achievement appears on the diploma. The graduation program and diploma designate honor graduates of high academic attainment using the following Latin phrases: Cum Laude, 3.50 to 3.74 GPA; Magna Cum Laude, 3.75 to 3.94 GPA; and Summa Cum Laude, 3.95 to 4.00 GPA. Grades in courses numbered 100 or below are not calculated in the determination of eligibility for graduating with honors.

Repetition of Courses

Students may only repeat a course in which they previously earned a grade of “D” or “F.” A course must be repeated only at Anderson College and may not be repeated more than twice. Students may not repeat Education 484/495, 494/495, 495 or 496 without permission from the Director of Teacher Education and the Academic Dean.

Even though a student may repeat a course to improve a grade-point average, all grades earned remain on the transcript. However, the highest grade earned for a course will be used in computing the grade-point average.

Satisfactory Academic Progress

Students are considered to be making satisfactory academic progress unless they fall below standards for minimum scholastic attainment, as described on the following page.

*Cumulative semester hours attempted
at AC and/or transferred:*

Minimum cumulative GPA:

1 - 12	1.5
13 - 25	1.6
26 - 38	1.7
39 - 51	1.8
52 - 64	1.9
65 or above	2.0

Academic Probation and Suspension

Students must meet the above minimum requirement to avoid being placed on academic probation. If a student fails to meet the above minimum requirement for two consecutive semesters, it will result in suspension from Anderson College for a period of one semester. The calculation of grade-point averages to determine academic probation and suspension is reflected in the “CUM” line on the student’s transcript and includes all courses numbered 100 or below as well as all other courses completed at Anderson College. Calculations to determine the status of students with regard to probation and suspension are done only at the conclusion of the fall and spring semesters and not following summer sessions. Transfer students should note that only coursework completed at Anderson College is used in calculating the above. The record of a part-time student is not analyzed with regard to determining satisfactory academic progress until 12 semester hours of course work has been attempted.

Suspension Appeals and Eligibility for Financial Aid

Any student suspended may appeal in writing to the Academic Dean. The appeal must be submitted within two weeks from the date on the letter notifying the student of the suspension. To have an appeal seriously considered, a student must present pertinent information to justify granting the appeal. In order to remain eligible for financial aid, students must be judged to be making satisfactory academic progress. Students who successfully appeal an academic suspension and are allowed to enroll the following semester are not necessarily considered to be making satisfactory progress and may not have their eligibility for financial aid reinstated. Students who are re-admitted following suspension are not entitled to institutional or federal financial aid until such time as the Academic Dean determines that the student is making satisfactory academic progress.

Re-admission Following Suspension

The one semester period of suspension is defined as beginning after the last day of the semester during which the student received suspension and continuing until the first day of the semester the student is eligible to begin a new semester at Anderson College. If a student wishes to enroll at Anderson College following the period of suspension, an application for re-admission must be submitted to the Admissions Office. Decisions regarding re-admission will be based on evidence supporting the probability of successful completion of the academic program at Anderson College. Students re-admitted following suspension are admitted on academic probation. Courses completed during the period of suspension may not be transferred to Anderson College. At the end of this semester of probation, a student must achieve a grade-point average for removal from probation or be suspended a second time. Re-admission following a second suspension is not likely and would be granted only under unusual circumstances.

Financial and Academic Responsibility

A student is financially and academically responsible for all enrolled classes at the end of the second week of classes each semester. This policy does not apply to summer sessions or to other special terms.

Interruption of Enrollment

Students whose enrollment at Anderson College is interrupted for one or more semesters must apply for re-admission. If re-admitted, they come under the curriculum and regulations stated in the catalog in effect at the time of their readmission.

Class Attendance Regulations for Semester Classes

Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance. It is the student's responsibility to be informed concerning all assignments made. Absences, whether excused or unexcused, do not absolve one from this responsibility. Absence from more than three (3) times the number of scheduled class sessions per week, whether excused or unexcused as judged by the instructor, is excessive; the instructor will record an "F" for the student prior to mid-term unless the student requests a withdrawal or an incomplete prior to the last class meeting. An instructor may choose to require higher standards than those described above. Each instructor's attendance policy will be published at the beginning of each semester as a part of the course syllabus. It is of particular importance that students anticipate scheduled college events that will require class absence and plan accordingly.

The College issues an official leave of absence to students who represent the College in college-sponsored activities that make absence from class necessary. Sponsors of such activities must have prior administrative approval for each anticipated absence of students. The leave of absence does not permit a student to miss more classes than are allowed by the attendance policies of the institution and the instructor; it merely allows one to make up the work missed. When an instructor deems an absence to be excused, the student must, within three days of returning to class, make arrangements with the instructor to make up the work missed.

Withdrawal from Courses

Students may withdraw from no more than 15 semester hours of course work from the date of their admission to the college through the date of their graduation. This regulation applies to the summer sessions as well as the regular semester. Withdrawals allowed for transfer students are permitted based on the number of hours that are transferred to Anderson College:

<i>Hours transferred</i>	<i>Maximum number of hours allowed for withdrawal</i>
0-29	15
30-59	12
60-89	9
90 or above	6

If a student withdraws from one or more courses during the first two weeks of the semester or officially withdraws from the college, those courses will not count in the number of withdrawals permitted and will not appear on the student's record for the semester. It is the student's responsibility to submit a course withdrawal form, signed by both his/her advisor and instructor, to the Registrar's Office by the deadline for withdrawing from courses. If the student's request to withdraw exceeds the maximum number of hours allowed, the request will be denied by the Registrar's Office and the student will remain enrolled in that course and receive a grade based on his/her performance. The Registrar's Office will notify the student, advisor and instructor of the denial of that request. If the student withdraws from a course after the deadline, the grade of "F" will be recorded from the course unless the student can demonstrate extenuating circumstances. Students may appeal to the Vice President of Academic Affairs for consideration of such circumstances.

If a student exceeds the number of absences allowed in the course after the deadline for withdrawing from courses, the student will receive the grade of "F" for the course. There is no refund of tuition for full or part-time resident students who withdraw from one or more courses during the semester. Part-time non-resident students enrolled in the fall or spring semester are eligible to receive partial refund of tuition if they officially withdraw from one or more courses before the deadline specified in the Financial Aid section of the catalog.

Withdrawal from ACCEL Courses

Students who withdraw before the third class in a term must contact the Evening Admissions Office before the third class meeting. These students will be removed from the class roster.

Students who withdraw between the third class and the last day to withdraw must contact the Evening Admissions Office before the last day to withdraw. These students will receive a grade of "W" for the course.

Students who have excessive absences before the fifth Friday of a term will receive a grade of "W" for the course. The instructor must contact the Evening Admissions Office with the last date of attendance for students.

Students who have excessive absences after the fifth Friday of a term will receive a grade of "F" for the courses. The instructor must contact the Evening Admissions Office with the last date of attendance for students.

Withdrawal from the College

The college recognizes that certain situations may necessitate withdrawal from the College. This process for official withdrawal begins with the Academic Services Center. The official withdrawal date will be the last day a student attends classes. A grade of “W” or “F” may be assigned depending on the date of official withdrawal. If the student fails to follow the procedure for official withdrawal or if the withdrawal date is after the deadline, the grade of “F” is assigned for all courses registered. If a student’s withdrawal from College after the deadline is caused by extenuating circumstances, it may be appealed to the Academic Dean for approval to receive the grade of “W.” Students who withdraw from College may be eligible for partial refund. Refer to the Financial Information section of this catalog for the refund schedules.

Temporary Student Leave

After providing support documentation, consulting with, and receiving approval from the professional college staff in the Student Development Division of the college, a student may request a Temporary Student Leave. A student might seek a Temporary Leave for any of the following reasons: childbirth, military service, physical health, or mental health. Temporary Student Leave allows a student to return to the college within one year without having to reapply or change catalogs. Students making this request must be currently in good academic standing at the college. Requests for Temporary Student Leave will not be processed after classes have ended for a term or a semester.

Students seeking a Temporary Student Leave will complete a Withdrawal Form in the Academic Services Center where a professional staff member(s) will be designated as the clearance contact for the student to return to campus.

When the student believes he/she is ready to return to campus, the student must request an interview with the designated staff member. Following the interview and review of supporting documents, the staff member will determine the student’s readiness for return to campus. If the staff member(s) supports the student’s return, the staff(s) member will notify the student’s advisor that clearance has been granted, and the student may begin the registration process.

Students who are initially denied the Temporary Student Leave or who are denied a request for return to campus may appeal that decision to the Vice President for Student Development who will assemble a review committee from the professional staff and faculty.

Requests for Transcripts

Students may request a copy of their academic record by filling out a “Transcript Request Form” in the Registrar’s Office. Official transcripts are \$3.00 each. Transcripts will not be released for any individual who has any indebtedness to Anderson College. Unofficial transcripts are available online through Student Information Systems.

Student Records

Anderson College maintains various student records. (1) Academic records are maintained in the Registrar’s Office. (2) Admissions records are transferred from the Admissions Office to the appropriate Division Head/advisor upon a student’s enrollment. (3) Advising records are maintained by faculty advisors. The Advising Record, which is the permanent record, contains the following items: admissions application,

grade reports, transfer evaluation records, advisor anecdotal records, Individual Program Worksheet, and other related information. (4) Alumni records are maintained in the Alumni Office. (5) Financial records are maintained in the Business Office. (6) Financial Aid records are maintained in the Financial Aid Office; financial statements of parents are not accessible to students. (7) Medical records are maintained by the Health Center. (8) Personal counseling records are maintained by the Student Services Office and are not accessible to the student. (9) Disciplinary records are maintained in the Student Development Office and kept for four (4) years beyond the student's initial enrollment at Anderson College. (10) Disability documentation and records are maintained in the Academic Services Center and kept for five (5) years after the student's last date of attendance.

The records listed above, except those specified as inaccessible, may be reviewed by the student. In some instances, a written request may be required, but in no instance will the College wait longer than 45 days to provide access to the record. The student may be charged a maximum of 10 cents per sheet for photocopies of the records. If there is a disagreement between the student and the custodian of the records that cannot be resolved in informal discussion, a hearing will be scheduled within 45 days of receipt of the student's written request. The hearing will be conducted by a person who is appointed by the Chairman of the Faculty and approved by the student. The results of the hearing will be transmitted in writing to the student and mailed to the campus and home address.

In keeping with the provisions of the Federal Education Rights and Privacy Act of 1974, the College will not issue transcripts or other personally identifiable records of a student without the student's written consent, except as indicated below: (1) Anderson College officials will have access to the records; (2) Grade reports may be mailed to parents of dependent children if the Registrar is instructed to do so by the student; (3) Records may be released in connection with a student's application for, or receipt of, financial aid; and (4) Certain state and federal officials have legal access to the records.

Information About Students Considered Public Records

Certain items are considered to be public information and may be released by the College without written consent unless the College is instructed to withhold such information from the public. Items of public information are name, address, telephone listing, parents' names, date of birth, religious affiliation, field of study, participation in officially recognized activities and sports, weight and height of varsity athletes, dates of attendance, recognitions, degrees and awards received, and previous educational institutions attended. Any student who does not want this information released by the College must communicate this preference in writing to the Registrar by the end of the first week of classes each semester.

Policy for Students Receiving Veterans Administration Benefits

Students who receive VA benefits are subject to special governmental rules with regard to academic probation and course withdrawal. Recipients of VA benefits may not be certified for such benefits for more than one semester of academic probation. In some instances, the student may be eligible to continue as a student of the College without the VA benefits. Recipients of VA benefits who withdraw from a course after mid-semester will receive a grade of "F" for the course unless the withdrawal was due to

extenuating circumstances. The VA Benefits Program is administered by the Registrar's Office.

TEACHER EDUCATION PROGRAM POLICIES

Students must be admitted into the Teacher Education Program one full semester prior to the semester in which they are enrolled in student teaching. Students who already hold a bachelor's degree and are seeking to fulfill requirements for certification as teachers must adhere to the same regulations as degree-seeking students. In order for these students to be recommended to the South Carolina Department of Education for certification by Anderson College, they must meet the following requirements: Those seeking certification in early childhood, elementary, and special education must complete at least 30 semester hours in professional education courses, including student teaching, at Anderson College. Students seeking certification in art, biology, English, Spanish, math, music, physical education, or social studies must complete a program at Anderson College in the teaching field and in professional education courses, including student teaching, prescribed by the Director of Teacher Education and the appropriate division head. The prescribed program must include a minimum of 30 semester hours earned at Anderson College. All education majors are mandated by the South Carolina Department of Education to complete a minimum of 100 hours field experience. Students are responsible for their own transportation to and from these field experiences and Anderson College assumes no responsibility or liability for accidents or injuries that might occur.

Students pursuing programs leading to certification as teachers are responsible for creating and maintaining a professional portfolio that will be submitted at predetermined intervals. A portfolio workshop will be conducted twice each semester by the Director of Teacher Education. Students are required to attend one of these workshops prior to submitting a portfolio. Students completing their student teaching experience will submit their completed portfolio for review by college supervisors involved in the student teaching experience. In-service teachers may elect to add certification to their current certificate in any of the State approved programs. See the Director of Teacher Education for details.

Requirements for admission to and retention in the Anderson College Teacher Education Program include the following: (1) passing score on all three parts of the State's Basic Competency Exam (Praxis I), which must be completed prior to participating in the teaching audition; (2) credit for 60 semester hours with a cumulative 2.5 GPA; (3) a grade of "C" or higher in ENG 101, 102, SPE 102, EDU 111, EDU 195, and EDU 295; (4) a teacher candidate portfolio that has passed with a satisfactory rating; (5) completed application for admission to the Teacher Education Program; (6) successful completion of a teaching audition; (7) a cumulative 2.5 GPA to remain in the Teacher Education Program and to be recommended for certification following graduation; and (8) evidence of emotional and physical ability to carry out the tasks of teaching.

Any student whose GPA falls below 2.5 after being admitted to the Teacher Education Program will be placed on probation for one semester. No student will be placed in student teaching if the grade point average is below 2.5. During this semester, a student is permitted to register for professional education courses except for student teaching. If the GPA falls below 2.5 for two consecutive semesters, the student is removed from the Teacher Education Program, will not be permitted to

register for any additional professional education courses, and must apply for readmission to the Teacher Education Program, following the same process as initial admission, including an audition. The student may appeal the suspension following the policy as outlined in the catalog, with the exception that the appeal must be initiated with the Director of Teacher Education.

Students pursuing teacher certification may not register for professional/upper division education courses until they have been admitted to the Teacher Education Program. A student admitted to the Teacher Education Program must complete all requirements listed in the Teacher Education Handbook before starting student teaching.

Because of the complexity and length of the Teacher Education Program, the College cannot guarantee that all students will be able to get all of the courses needed in eight semesters. Therefore, attendance at summer school or at one or more additional semesters might be necessary for some students.

Upon successful completion of all state requirements for initial certification, the teacher candidate is viewed as a program completer and is recommended for initial certification to the South Carolina State Department of Education. A student who has been admitted to the Teacher Education Program but later decides not to seek certification or is deemed unqualified to be recommended for certification or does not complete student teaching with a grade of "C" or higher may be allowed to complete degree requirements without recommendation as a program completer by Anderson College for certification by the South Carolina State Department of Education. If a grade of "D" is earned in student teaching, this grade may count in determining the total number of hours earned for the degree. The student must sign a waiver specifying understanding that no recommendation by Anderson College for certification will be made. Only under unusual circumstances will a student who earns a "D" or an "F" in student teaching be permitted to repeat the course. A decision to permit a repeat will be made only if there is consensus among the faculty who have taught the student in professional education courses that the student possesses the skill, knowledge, and dispositions necessary for successfully completing student teaching. If a student cannot complete student teaching because of illness or other extenuating circumstances, an incomplete grade may be assigned allowing completion of the course in a subsequent semester. The Director of Teacher Education must approve a request for an incomplete grade in student teaching. A student will be allowed to withdraw from student teaching by following College policy for withdrawing from courses.

Students Who Are Seeking Teacher Certification Only

Students seeking a teaching certificate must meet all College, state, regional, and national standards that traditional students are required to meet. All students must be formally admitted into the Teacher Education Program and must complete the following: (1) present official transcripts from an accredited degree granting college or university; (2) have their transcript(s) reviewed by the Director of Teacher Education and the Coordinator of the Program in which the student is seeking a credential to teach; (3) have in the permanent file a signed statement from the Director of Teacher Education and the Coordinator of the Education Program to indicate an agreement with the program of study; and (4) must be accepted into the Teacher Education Program after meeting all admission guidelines as outlined in the catalog.

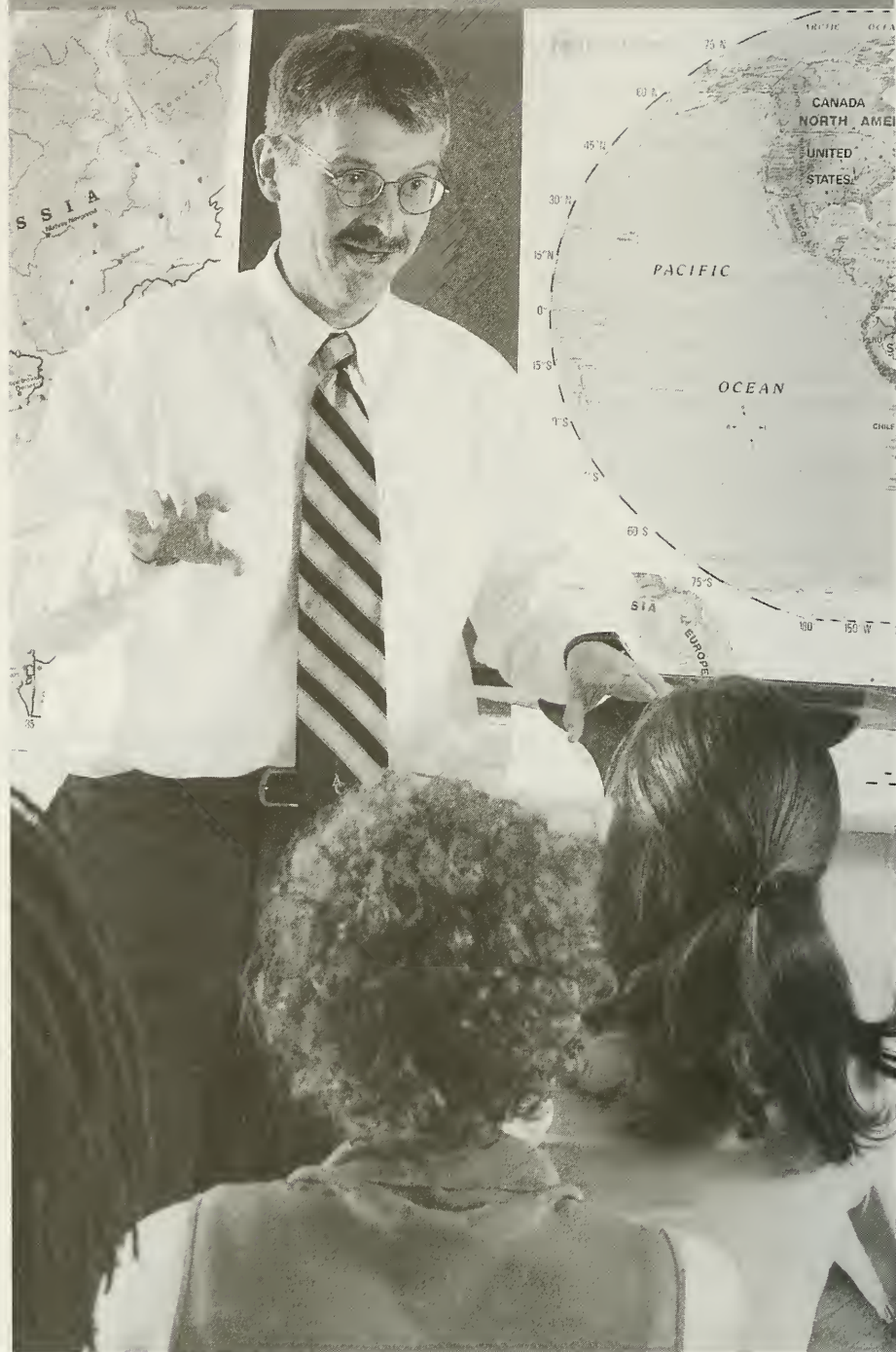
An Individual Program Worksheet will be kept on file by the Director of Teacher Education. The Director will serve as the advisor for each candidate until admission into the program. At this point the student will become the responsibility of the Program Coordinator for the area in which the student is seeking certification to teach. The student is responsible for presenting course descriptions of any courses taken at other institutions not accepted in transfer so that a determination may be made as to the correlation of program requirements and any additional course transfer(s). The decision will be made by the Director of Teacher Education in consultation with Program Coordinators. Should the student not have the required 2.5 GPA with the undergraduate degree, the student may take an additional 12 hours of general education courses to establish a 2.5 GPA at Anderson College. The courses will be determined by the Director of Teacher Education and the Program Coordinator.

Time Between Completion of Coursework and Student Teaching

A student who has all coursework completed toward a teaching degree or teaching certification may have up to four semesters from the time of completion of coursework to enroll in student teaching. To enroll, the student must receive permission from the Director of Teacher Education. After the fourth semester, the following conditions for student teaching must be met: (1) permission from the Director of Teacher Education and the Teacher Education Committee; and (2) meet the requirements of the current catalog for the education area in which certification is being requested.



Programs of Study



General Education

General education comprises the learning experiences the Anderson College faculty wants all our students to have in common, regardless of their major or degree program. It is the essential knowledge, skills, and dispositions which the College determines all its graduates should possess in order to be prepared for a life of enhanced citizenship, service, and continued learning. It is the means by which students experience the connections between academic disciplines.

Upon completion of general education, the student should be able to:

- Demonstrate understanding of himself or herself as a learner;
- Demonstrate skills related to communications, critical and creative thinking, productive interpersonal relationships, and the use of technology;
- Demonstrate an understanding of historical Christian values;
- Demonstrate understanding of various modes of inquiry, and of the contributions of different academic disciplines: humanities, fine arts, social/behavioral sciences, natural sciences, mathematics; and
- Demonstrate understanding of the connections between local, national, Western, and global heritage.

Certain skills are essential to accomplish the goals of general education.

These include:

- Communication Skills – writing, speaking, reading, listening in English; achieving basic competency in a second language; developing observation skills and an awareness of aesthetics;
- Critical Thinking Skills – logic, quantitative skills, research, computation, problem solving, scientific method, and analysis;
- Interpersonal Skills – cooperation, teamwork, leadership, and collaboration; and
- Technological Skills – electronic accessing, processing, and transmitting of information.

The following requirements are a part of all Bachelor of Arts and Bachelor of Science degrees intended for the traditional day student population.

Degrees offered through the Accelerated Program are outlined in the individual degree program listing.



Bachelor of Arts, Bachelor of Science Degree, Bachelor of Music Education, and Bachelor of Music: General Education Requirements (42-44 hours)

Orientation

Liberal Arts Laboratory (1 hour)

Skills

Communication (6 hours)

Writing – ENG 101 (3 hours)

Speaking – SPE 102, COM 201 (3 hours)

Mathematics (3 hours)

MAT 101 or higher (as designated by major)

Foreign Language (5-6 hours; minimum of one year sequence in college-level foreign language study or its equivalent)

FRE 101 and 102, or 131; REL 312 and 322*; SPA 101 and 102, or 131

* for Religion and Christian Ministries majors only

Healthy Lifestyle (2 hours)

KIN 135

Areas of Inquiry

Humanities (12 hours)

History (3 hours) – HIS 111, 112, 201, 202

Literature (3 hours) – ENG 102

Religion (6 hours) – REL 105 and 305

Fine Arts (3 hours)

FA 200

Social Science (3 hours)

ECO 200, PSY 101, SOC 101

Natural Science (7-8 hours)

BIO 101, 102, 150, 200, CHE 101, 111, PSC 101, SCI 101

Master the Art of Living (Pass/Fail)

Attendance is required at six Category one events and six Category two events during each semester of full-time enrollment (sophomore through senior students). Freshmen are required to attend six category one events, three category two events, and to complete ten hours of community service in category three during each semester of full-time attendance in the freshman year.

Recommended Course Sequence for the B. A. with a Major in Art: Ceramics Concentration

Course Requirements: ART 105, 106, 231, 232, 242, 261, 262, 264, 271, 331, 362, 490, and 492

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ART 105	3	ART 106	3
ENG 101	3	ENG 102	3
MATHEMATICS	3	NATURAL SCIENCE	3
NATURAL SCIENCE (LAB)	4	SPEECH	3
SOCIAL SCIENCE	3	HISTORY	3
LAL 101	1	KIN 135	2
Sub-total	17	Sub-total	17
Third Semester		Fourth Semester	
ART 231, 262	6	ART 232, 242, 264	9
LITERATURE	3	ELECTIVE	6
RELIGION 105	3	Sub-total	15
ELECTIVE	3		
Sub-total	15		
Fifth Semester		Sixth Semester	
ART 331, 362	6	ART 261, 271, 492	9
FOREIGN LANGUAGE 101	3	FOREIGN LANGUAGE 102	3
ELECTIVES	6	REL 305	3
Sub-total	15	Sub-total	15
Seventh Semester		Eighth Semester	
ART 492	3	ART 490, 492	4
SOCIAL SCIENCE	3	ELECTIVES	13
ELECTIVES	11	Sub-total	17
Sub-total	17		

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B. A. with a Major in Art: K-12 Teacher Education

Course Requirements: ART 105, 106, 228 or 229, 231, 232, 241, 261, 262, 281, 331, 382, 384, and 481; 6 hrs. of studio elective, including one at 300 level or above; Professional education courses include EDU 111, 195, 206, 295, 410, 411, 495/496, and PSY 205

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ART 105	3	ART 106	3
ENG 101	3	EDU 111, 195	4
PSY 101	3	ENG 102	3
MAT 104	3	SPE 102	3
BIO 101 or 150	4	CHE 101 or PSC 101 or SCI 101	4
LAL 101	1	Sub-total	17
Sub-total	17		
Third Semester		Fourth Semester	
ART 231, 241, 281	9	ART 232, 242	6
FOREIGN LANGUAGE 101	3	PSY 205	3
FA 200	3	FOREIGN LANGUAGE 102	3
KIN 135	2	EDU 206, 295	4
Sub-total	17	Sub-total	16
Fifth Semester		Sixth Semester	
ART 351, 382, 243,		ART 261, 384, 228 or 229	7
STUDIO ELECTIVE	12	REL 305	3
REL 105	3	EDU 410, 411	6
SOC 201	3	Sub-total	16
Sub-total	18		
Seventh Semester		Eighth Semester	
HISTORY	3	EDU 495/496	12
STUDIO ELECTIVE (300 LEVEL)	3	ART 481	1
ART 262 or 264	3	Sub-total	13
ELECTIVES	5		
Sub-total	14		

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B. A. with a Major in Art:

General Studio Concentration

Course Requirements: ART 105, 106, 231, 232, 241, 242, 261 or 262, 271, 331, 491, 492 or 495, three 200-level electives, and a 300-level elective

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ART 105	3	ART 106	3
ENG 101	3	ENG 102	3
MATH	3	HISTORY	3
NATURAL SCIENCE (LAB)	4	NATURAL SCIENCE	3
SOCIAL SCIENCE	3	SPEECH	3
LAL 101	1	KIN 135	2
Sub-total	17	Sub-total	17

Third Semester		Fourth Semester	
ART 231, 241	6	ART 232, 242, and 261, 262 or 264	9
REL 105	3	ART 2XX ELECTIVE	3
FA 200	3	ELECTIVE	3
ART ELECTIVE	3	Sub-total	15
Sub-total	15		

Fifth Semester		Sixth Semester	
ART 331	3	ART 271	3
FOREIGN LANGUAGE	3	FOREIGN LANGUAGE	3
ELECTIVES	6	REL 305	3
ART 2XX ELECTIVE	3	ELECTIVES	6
Sub-total	15	Sub-total	15

Seventh Semester		Eighth Semester	
ART 3XX ELECTIVE	3	ART 490	1
SOCIAL SCIENCE	3	ART 492 or 495	3
ELECTIVES	12	ELECTIVES	13
Sub-total	17	Sub-total	17

Recommended Course Sequence for the B. A. with a Major in Art: Graphic Design Concentration

Course Requirements: ART 105, 106, 221, 231, 232, 242, 261 or 262, 271, 321, 322, 323, 331, 421, 490, and 495

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ART 105	3	ART 106	3
ENG 101	3	ENG 102	3
MATH	3	HISTORY	3
NATURAL SCIENCE (LAB)	4	FOREIGN LANGUAGE	5
SOCIAL SCIENCE	3	FA 200	3
LAL 101	1	Sub-total	17
Sub-total	17		

Third Semester		Fourth Semester	
ART 221, 231, and 271 or 261, 262	9	ART 232, 242, 321	9
SPEECH	3	ELECTIVES	6
REL 105	3	KIN 135	2
Sub-total	15	Sub-total	17

Fifth Semester		Sixth Semester	
ART 322, 331	6	ART 323 and 271 or 261 or 262	6
ELECTIVES	6	ELECTIVES	9
REL 305	3	Sub-total	15
Sub-total	15		

Seventh Semester		Eighth Semester	
ART 490, 495	5	ART 421	3
ELECTIVES	12	ELECTIVES	12
Sub-total	17	Sub-total	15

Recommended Course Sequence for the B. A. with a Major in Art:

Interior Design Concentration

Course Requirements: ART 105, 106, 151, 232, 251, 253, 254, 351, 352, 353, 451, 452, 490, and 495

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ART 105, 151	6	ART 106	3
ENG 101	3	ENG 102	3
REL 105	3	FOREIGN LANGUAGE 102	3
FOREIGN LANGUAGE 101	3	SPEECH	3
LAL 101	1	KIN 135	2
Sub-total	16	ELECTIVE	3
		Sub-total	17
Third Semester		Fourth Semester	
ART 251	3	ART 232, 253, 254	9
MATH	3	HISTORY	3
SOCIAL SCIENCE	3	ELECTIVE	3
ELECTIVE	3	Sub-total	15
FA 200	3		
Sub-total	15		
Fifth Semester		Sixth Semester	
ART 351, 352	6	ART 353, 354, 451	9
NATURAL SCIENCE (LAB)	4	NATURAL SCIENCE	3
ELECTIVES	6	ELECTIVE	3
Sub-total	16	REL 305	3
		Sub-total	18
Seventh Semester		Eighth Semester	
ART 452	3	ART 490, 495	5
ELECTIVES	13	ELECTIVES	10
Sub-total	16	Sub-total	15

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B. A. with a Major in Art: Painting and Drawing Concentration

Course Requirements: ART 105, 106, 231, 232, 241, 242, 243, 261 or 262, 271, 331, 341, 342, 441, 491, and 492

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ART 105	3	ART 106	3
ENG 101	3	ENG 102	3
MATH	3	HISTORY	3
NATURAL SCIENCE (LAB)	4	NATURAL SCIENCE	3
REL 105	3	SPEECH 102 or 201	3
LAL 101	1	KIN 135	2
Sub-total	17	Sub-total	17
Third Semester		Fourth Semester	
ART 231, 241	6	ART 232, 242, 271	9
SOCIAL SCIENCE	3	FA 200	3
ELECTIVES	6	ELECTIVE	3
Sub-total	15	Sub-total	15
Fifth Semester		Sixth Semester	
ART 243, 331, 341	9	ART 261 or 262 or 264, 342, 441	9
FOREIGN LANGUAGE 101	3	FOREIGN LANGUAGE 102	3
ELECTIVE	3	REL 305	3
Sub-total	15	ELECTIVE	3
		Sub-total	18
Seventh Semester		Eighth Semester	
ART 492	3	ART 490, 492	4
ELECTIVES	12	ELECTIVES	12
Sub-total	15	Sub-total	16

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Christian Ministry

This degree program is designed for individuals who wish to prepare themselves for a variety of careers in Christian Ministry, including, but not limited to, church staff positions, missionaries, social ministries, educational ministries, evangelism, counseling, management, and communication. The degree also provides appropriate background for graduate professional study in seminaries, divinity schools, or religious studies departments.

Course Requirements: All majors will also be required to take Psychology 101 and Sociology 101 to meet their Social Science requirements. Required religion courses in the major include: 151, 152, 201, 203, 251, 290, 330, 335, 350, 390, 490, and 491. Additionally, students must complete three 300/400 level Biblical Studies courses and two 300/400 electives. Other non-religion courses required of all majors include the following: BUS 220, CS 120, MUS 324, PSY 205, PSY 375, and SOC 101 and 202 or 303.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
NATURAL SCIENCE (LAB)	4	NATURAL SCIENCE	3
PSY 101	3	SOC 201	3
REL 105, 151	4	REL 152	1
LAL 101	1	CS 120	3
Sub-total	15	KIN 135	2
		Sub-total	15
Third Semester		Fourth Semester	
REL 201, 203, 251, 330	8	FINE ARTS 200	3
MAT 101 or 104	3	BUS 220	3
FOREIGN LANGUAGE 131	5	PSY 205, 375	6
Sub-total	16	REL 290	1
		ELECTIVE	3
		Sub-total	16
Fifth Semester		Sixth Semester	
SPEECH 102 or 210	3	REL 300/400, 300/400, 390	7
REL 335, 350	6	HISTORY	3
MUS 324	3	SOC 202 or 203	3
ELECTIVE	3	REL 305	3
Sub-total	15	Sub-total	16
Seventh Semester		Eighth Semester	
REL 300/400, 300/400	6	REL 300/400, 490, 491	9
ELECTIVES	12	ELECTIVES	8
Sub-total	18	Sub-total	17

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Communication: Mass Media Concentration

Communication majors take 21 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, 111, 211, 301, 315, 332 and 403.

Course Requirements: COM 101, 111, 200, 211, 251, 300, 301, 311, 315, 332, 342, 351, 402, 403, 492, 495, ENG 431

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
COM 101	3	COM 200	1
COM 111	3	ENG 102	3
ENG 101	3	HIS 111	3
LAL 101	1	NATURAL SCIENCE	3
MATHEMATICS	3	SOCIAL SCIENCE	3
REL 105	3	ELECTIVES	3
Sub-total	16	Sub-total	16
Third Semester		Fourth Semester	
COM 251	3	COM 211	3
COM 300	1	ENG 301	3
FA 200	3	NATURAL SCIENCE	4
KIN 135	2	ELECTIVES	6
LANGUAGE 131	5	Sub-total	16
SPE 102	3		
Sub-total	17		
Fifth Semester		Sixth Semester	
COM 301	3	COM 315	3
COM 311	3	COM 351	3
REL 305	3	COM 332	3
ELECTIVES	6	ELECTIVES	6
Sub-total	15	Sub-total	15
Seventh Semester		Eighth Semester	
COM 492	3	COM 342	3
COM 495	3	COM 402	3
ENG 431	3	COM 403	3
ELECTIVES	9	ELECTIVES	6
Sub-total	18	Sub-total	15

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Communication: Public Relations/Advertising Concentration

Communication majors take 21 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, 111, 211, 301, 315, 332 and 403.

Course Requirements: COM 101, 111, 211, 251, 301, 315, 320, 321, 332, 342, 351, 403, 495, ENG 301, 431, MKT 331, 334, 413

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
COM 101	3	ENG 102	3
COM 111	3	HIS 111	3
ENG 101	3	NATURAL SCIENCE	3
LAL 101	1	SOCIAL SCIENCE	3
MATHEMATICS	3	ELECTIVES	3
REL 105	3	Sub-total	15
Sub-total	16		

Third Semester		Fourth Semester	
COM 251	3	COM 211	3
FA 200	3	ENG 301	3
KIN 135	2	NATURAL SCIENCE	4
LANGUAGE 131	5	ELECTIVES	6
SPE 102	3	Sub-total	16
Sub-total	16		

Fifth Semester		Sixth Semester	
COM 301	3	COM 315	3
COM 320	3	COM 321	3
MKT 331	3	COM 332	3
REL 305	3	COM 351	3
ELECTIVES	3	ELECTIVES	6
Sub-total	15	Sub-total	18

Seventh Semester		Eighth Semester	
COM 495	3	COM 342	3
ENG 431	3	COM 403	3
MKT 334	3	MKT 413	3
ELECTIVES	8	ELECTIVES	6
Sub-total	17	Sub-total	15

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Communication: Writing Concentration

Communication majors take 21 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, 111, 211, 301, 315, 332 and 403.

Course Requirements: COM 101, 111, 200, 211, 300, 301, 315, 332, 403, ENG 301, 490; and six courses from COM 311, 342, ENG 315, 316, 415, 416, 431

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
COM 101	3	ENG 102	3
ENG 101	3	HIS 111	3
LAL 101	1	NATURAL SCIENCE	3
MATHEMATICS	3	SOCIAL SCIENCE	3
REL 105	3	ELECTIVES	3
SPE 102	3	Sub-total	15
Sub-total	16		

Third Semester		Fourth Semester	
COM 111	3	COM 200	1
FA 200	3	COM 211	3
KIN 135	2	NATURAL SCIENCE	4
LANGUAGE 131	5	ELECTIVES	9
ELECTIVES	3	Sub-total	17
Sub-total	16		

Fifth Semester		Sixth Semester	
COM 301	3	COM 300	1
ENG 301	3	COM 315	3
ENG 315*	3	ENG 316*	3
REL 305	3	COM 332	3
ELECTIVES	3	ELECTIVES	6
Sub-total	15	Sub-total	16

Seventh Semester		Eighth Semester	
COM 311* or ENG 431*	3	COM 342*	3
ENG 415*	3	COM 403	3
ELECTIVES	12	ENG 416*	3
Sub-total	18	ENG 490	3
		ELECTIVES	3
		Sub-total	15

NOTES: Total Number of Semester Hours Required for the Degree: 128

*Students are required to take six of seven writing electives.

Recommended Course Sequence for the B.A. with a Major in English

Course Requirements: Required non-ENG courses include the second year (201-202) of foreign language; required ENG courses include three courses chosen from ENG 201, 202, 205, 206, 213, 214, 215; and eight required ENG courses (26 semester hours): 303, 352, 360, 361, 375, 401, 411, 452/453 and 498. These will be offered at least once during any two year cycle. Four Elective English courses must be chosen at the 300/400 level (12 semester hours).

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
HIS 100/200	3	COM 201 or SPE 102	3
Foreign Language 131	5	REL 105	3
Mathematics	3	Natural Science (Lab)	4
LAL 101	1	Social Science	3
Sub-total	15	Sub-total	16

Third Semester		Fourth Semester	
ENG 200 Level	3	ENG 200 Level	6
Fine Arts 200	3	Foreign Language (202)	4
Foreign Language (201)	3	Natural Science	3
Social Science	3	Elective	3
KIN 135	2	Sub-total	16
Elective	3		
Sub-total	17		

JUNIOR/SENIOR YEARS (Fifth – Eighth Semesters)

- I. Eight required English courses (24 semester hours): 303, 352, 360, 361, 375, 401, 411, and 452/453. These will be offered at least once during any two year cycle.
- II. Elective English courses, four must be chosen at the 300/400 level (12 semester hours).
- III. REL 305 (3 hours).
- IV. Free Electives to bring total to 128 hours.

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in English: Secondary Education

Course Requirements: Required non-ENG/EDU courses include BIO 101, PSY 101, 205, and either PSC 101 or CHE 101. The required courses in EDU are 111, 195, 206, 220, 251, 295, 411, 451, 452, and 496. The required courses in ENG are 201 or 202, 205 or 206, 213 or 214 or 215, 303, 324, 332, 401, 411 and two English electives at the 300/400 level.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
BIO 101	4	MAT 101 or 104	3
FOREIGN LANGUAGE 131	5	HISTORY	3
SPE 102	3	EDU 111 and 195	4
LAL 101	1	PSY 101	3
Sub-Total	16	Sub-Total	16

Third Semester		Fourth Semester	
ENG 201 or 202	3	ENG 213, 214, or 215	3
ENG 205 or 206	3	EDU 206, 220, 251	8
REL 105	3	FINE ARTS 200	3
PSY 205 and EDU 295	4	ELECTIVE	3
PSC 101 or CHE 101	4	Sub-Total	17
Sub-Total	17		

Fifth Semester		Sixth Semester	
EDU 411	3	REL 305	3
ENG 303 or 411	3	EDU 452	3
KIN 135	2	ENG 332, ENG ELECTIVE –	
SOC 201	3	3XX or 4XX	6
ELECTIVE	6	ELECTIVES	5
Sub-Total	17	Sub-Total	17

Seventh Semester		Eighth Semester	
EDU 451	3	EDU 496	12
ENG 303 or 411	3	Sub-Total	12
ENG 324 or 401	3		
ENG ELECTIVE 3XX or 4XX	3		
ELECTIVES	4		
Sub-Total	16		

Recommended Course Sequence for the B.A. with a Major in History

Course Requirements: Required Non-HIS courses include PS 101 and the second year (201-202) of foreign language. The required courses in History are 111, 112, 201, 202, 295, 496, 497 and 18 semester hours of 300/400 courses (two courses in European history, two in American History, one in world/non-Western history, and one elective).

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
HIS 111	3	HIS 112	3
FOREIGN LANGUAGE 131	5	REL 105	3
MAT 101/104	3	NATURAL SCIENCE	3
LAL 101	1	ELECTIVE	3
Sub-total	15	Sub-total	15

Third Semester		Fourth Semester	
HIS 201	3	PS 101	3
SOCIAL SCIENCE	3	SPEECH 102 or 210	3
FINE ARTS 200	3	FOREIGN LANGUAGE 202	3
FOREIGN LANGUAGE 201	3	HIS 202	3
NATURAL SCIENCE	4	KIN 135	2
Sub-total	16	ELECTIVE	3
		Sub-total	17

Fifth Semester		Sixth Semester	
HIS 295, 300/400, 300/400	9	HIS 300/400, 300/400	6
REL 305	3	ELECTIVES	12
ELECTIVES	3	Sub-total	18
Sub-total	15		

Seventh Semester		Eighth Semester	
HIS 300/400, 496	4	HIS 300/400, 497	6
ELECTIVES	12	ELECTIVES	10
Sub-total	16	Sub-total	16

Recommended Course Sequence for the B.A. with a Major in History/Social Studies: Secondary Education

Course Requirements: Required Non-HIS/EDU courses include BIO 101; ECO 200; GEO 102, ENG 200-level Literature; SOC 101 or CHE 101; PS 101; PSY 101 and 205; and either PSC 101 or CHE 101. The required courses in Education are 111, 195, 206, 220, 251, 295, 411, 451, 452, and 496. The required courses in History are HIS 111, 112, 201, 202, 295 and 15 semester hours of 300/400 level courses; two in European history; two in American History; and one in world/non-western history.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
HIS 111	3	HIS 112	3
FOREIGN LANGUAGE 131	5	GEO 102	3
MAT 101 OR 104	3	EDU 111 and 195	4
PS 101	3	PSY 101	3
LAL 101	1	Sub-total	16
Sub-total	18		
Third Semester		Fourth Semester	
HIS 201	3	HIS 202	3
PSY 205 and EDU 295	4	EDU 220, 251	5
FINE ARTS 200	3	REL 105	3
BIO 101	4	SOC 201	3
SPE 102	3	ENG 2XX	3
Sub-total	17	Sub-total	17
Fifth Semester		Sixth Semester	
HIS 295, 300/400	6	HIS 300 and 400	6
PSC 101 or CHE 101	4	REL 305	3
EDU 411	3	EDU 206, 452	6
ELECTIVE	3	ELECTIVE	3
Sub-total	16	Sub-total	18
Seventh Semester		Eighth Semester	
ECO 200	3	EDU 496	12
EDU 451	3	Sub-total	12
KIN 135	2		
HIS 300 and 400	6		
ELECTIVE	3		
Sub-total	17		

Recommended Course Sequence for the B.A. with a Major in Music

Course Requirements: Major Applied Area (10 hrs.), Music Ensembles (10 hrs. Primary 8 hours and Specialized 2 hours), Recital Hour 090 (7 semesters), MUS 101, 103, 201, 203, 205, 210, 301, 302, 303, 317, 370, 371, and 6 hours of music electives, selected from any music course except applied music. In addition to the general education course requirements, 28 hours of non-music courses are required. These courses must include a minor outside of music unless they have a secondary major. All music students are required to comply with the policies and procedures itemized in The Music Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
FOREIGN LANGUAGE 101	3	FOREIGN LANGUAGE 102	3
SOCIAL SCIENCE	3	MATH 101 or Higher	3
MUS 090, 101	3	MUS 090, 103	3
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
APPLIED MUSIC	2	APPLIED MUSIC	2
LAL 101	1	NON-MUSIC ELECTIVE	3
Sub-total	16	Sub-total	18
Third Semester		Fourth Semester	
REL 105	3	REL 305	3
MUS 090, 201, 210	5	FA 200	3
PRIMARY ENSEMBLE	1	MUS 090, 203, 371	6
APPLIED MUSIC	2	PRIMARY ENSEMBLE	1
NON-MUSIC ELECTIVE	6	APPLIED MUSIC	2
Sub-total	17	Sub-total	15
Fifth Semester		Sixth Semester	
MUS 090, 205, 301, 317, 370	9	NATURAL SCIENCE	3
PRIMARY ENSEMBLE	1	MUSIC ELECTIVE	2
SECONDARY ENSEMBLE	1	KIN 135	2
APPLIED MUSIC	2	MUS 090, 302	2
NON-MUSIC ELECTIVE	3	PRIMARY ENSEMBLE	1
Sub-total	16	SECONDARY ENSEMBLE	1
		NON-MUSIC ELECTIVE	6
		Sub-total	17
Seventh Semester		Eighth Semester	
NON-MUSIC ELECTIVES	3	HISTORY 111, 112, 201, or 202	3
NATURAL SCIENCE (LAB)	4	NON-MUSIC ELECTIVES	8
SPE 102 or COM 201	3	PRIMARY ENSEMBLE	1
MUS 090, 303 or 408	2	MUSIC ELECTIVE	2
MUSIC ELECTIVE	2	Sub-total	14
PRIMARY ENSEMBLE	1		
Sub-total	15		

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Music:
Church Music Concentration

Course Requirements: Major Applied Area (10 hrs.), Primary Ensemble (8 hrs.), MUS 090 (7 semesters), 101, 103, 201, 203, 205, 210, 300, 301, 303, 317, 321, 370, 371, 408, 495, REL 151, 152, 251; Music electives, 10 semester hours selected from the following courses with a minimum of two semester hours from each of the following categories: CHURCH MUSIC: MUS 320, 323, 324; PRACTICUM: MUS 315, 316, 417; MUE 114, 115, 116, 117, 215, or 314; THEORY: MUS 302, 304; ENSEMBLES/APPLIED: Any ensemble(s) and/or applied lessons up to 4 hours. In addition to the general education requirements, 10 hours of non-music electives are required. All music students are required to comply with the policies and procedures itemized in The Music Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
FOREIGN LANGUAGE 101	3	FOREIGN LANGUAGE 102	3
MUS 090, 101, 205	5	SPE 102 or COM 201	3
PRIMARY ENSEMBLE	1	MUS 090, 103	3
APPLIED MUSIC	2	PRIMARY ENSEMBLE	1
LAL 101	1	APPLIED MUSIC	2
REL 151	1	REL 152	1
Sub-total	16	Sub-total	16
Third Semester		Fourth Semester	
REL 105	3	NATURAL SCIENCE	3
MUS 090, 201, 210	5	FA 200	3
PRIMARY ENSEMBLE	1	MUS 090, 203	3
APPLIED MUSIC	2	PRIMARY ENSEMBLE	1
REL 251	1	APPLIED MUSIC	2
SOCIAL SCIENCE	3	MUSIC ELECTIVE	2
Sub-total	15	NON-MUSIC ELECTIVE	3
		Sub-total	17
Fifth Semester		Sixth Semester	
MUS 090, 301, 317, 321, 370, 320 or 323 or 324	12-13	MUS 090, 300, 371	3
PRIMARY ENSEMBLE	1	MUSIC ELECTIVE	2
APPLIED MUSIC	2	REL 305	3
MUSIC ELECTIVE	2	KIN 135	2
Sub-total	17-18	PRIMARY ENSEMBLE	1
		APPLIED	2
		NON-MUSIC ELECTIVES	3
		Sub-total	16
Seventh Semester		Eighth Semester	
MUS 090, 303, 408	4	MUS 302 or 304, and 495	3
MUS 315, 316, or 417, or MUE 114, 115, 116, 117, or 314	2	MUSIC ELECTIVES	4
NATURAL SCIENCE (LAB)	4	PRIMARY ENSEMBLE	1
PRIMARY ENSEMBLE	1	HISTORY	3
NON-MUSIC ELECTIVE	3	SECONDARY ENSEMBLE	1
SECONDARY ENSEMBLE	1	MATH	3
Sub-total	15	Sub-total	15

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Psychology

Course Requirements: The General Education requirements for the B.A. degree must include Philosophy 101, two social sciences areas in addition to PSY 101, which will not count as one of the requirements, BIO 150 and CHE 101 will be required as the two natural sciences, and MAT 109 (statistics, with a grade of "C" or better) is necessary for the mathematics requirement. Psychology majors are required to take 39 semester hours of psychology courses as follows: Psychology Core: PSY 101; 201; 205; 211; 212; 410 (optional for human service concentration); either 490 or 491 – 21 semester hours; Psychology Electives: Six additional 300 and/or 400 level PSY courses. PSY 490 can only count once as a PSY elective – 18 semester hours.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
MAT 108	3	MAT 109	3
PSY 101	3	PSY 201	3
Foreign Language	5	Social Science (ECO 200 or	
Foreign Language Lab (LAN)	0	SOC 101)	3
LAL 101	1	CHE 101	4
Sub-total	15	REL 105	3
		Sub-total	17
Third Semester		Fourth Semester	
PSY 205	3	PHI 101	3
PSY 211	4	PSY 212	4
SPE 102 or COM 201	3	HIS (Pick one: 111, 112, 201, 202)	3
FA 200	3	KIN 135	2
Elective	3	Elective	3
Sub-total	16	Sub-total	15
Fifth Semester		Sixth Semester	
PSY Elective 1	3	PSY Elective 3	3
PSY Elective 2	3	PSY Elective 4	3
BIO 150	4	Electives	11
REL 305	3	Sub-total	17
Elective	3		
Sub-total	16		
Seventh Semester		Eighth Semester	
PSY 490 or PSY 491	3	PSY 410	3
PSY Elective 5	3	PSY Elective 6	3
Electives	11	Electives	9
Sub-total	17	Sub-total	15

Recommended Course Sequence for the B.A. with a Major in Psychology: Human Services Concentration

Course Requirements: Forty-five semester hours of psychology and human services courses as follows: Human Services Core: PSY 101; 201; 205; 211; 212 and 350; HS 490; HS 491 – 21 semester hours; Psychology Electives: Three additional 300- and/or 400-level PSY courses (PSY 490 will NOT count) – 12 semester hours; Human Services Courses: HS 101; 201; 301; and 310 – 12 semester hours.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
MAT 108	3	MAT 109	3
PSY 101	3	PSY 201	1
Foreign Language	5	Social Science (ECO 200 or	
Foreign Language Lab (LAN)	0	SOC 101)	3
LAL 101	1	CHE 101	4
Sub-total	15	REL 105	3
		Sub-total	17
Third Semester		Fourth Semester	
PSY 205	3	PHI 101	3
PSY 211	4	PSY 212	4
SPE 102 or COM 201	3	HIS (pick one: 111, 112, 201, 202)	3
FA 200	3	KIN 135	2
HS 101	3	HS 201	3
Sub-total	16	Sub-total	15
Fifth Semester		Sixth Semester	
PSY Elective 1	3	PSY Elective 2	3
HS 301	3	HS 310	3
BIO 150	4	PSY 350	3
REL 305	3	Electives	8
Elective	3	Sub-total	17
Sub-total	16		
Seventh Semester		Eighth Semester	
HS 491	3	HS 490	3
PSY Elective 3	3	Psy Elective 4	3
Electives	11	Electives	9
Sub-total	17	Sub-total	15

Recommended Course Sequence for the B.A. with a Major in Religion

Course Requirements: Required non-REL courses include HIS 111, ENG 205, and the second year (201-202) of foreign language. The Religion Major includes REL 201, 203, 496, 497 and 30 hours in upper level (300-400) religion courses, including the following distribution of courses. Twelve hours must be in Biblical Studies, three of which must be in a 400-level course. (Six hours must be in Old Testament, and six hours must be in New Testament.) Students must also take REL 330 and REL 335. The 12 additional hours of upper division religion courses may be chosen by the student.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
MAT 101 or 104	3	HISTORY 111	3
REL 105	3	SOCIAL SCIENCE	3
FOREIGN LANGUAGE 131	5	ELECTIVE	6
LAL 101	1	KIN 135	2
Sub-total	15	Sub-total	17
Third Semester		Fourth Semester	
ENG 205	3	FINE ARTS 200	3
REL 201, 203	4	SPEECH 102 or 210	3
NATURAL SCIENCE	4	FOREIGN LANGUAGE 202	3
FOREIGN LANGUAGE 201	3	NATURAL SCIENCE	4
ELECTIVE	3	ELECTIVE	3
Sub-total	17	Sub-total	16
Fifth Semester		Sixth Semester	
REL 330, 300/400, 300/400	9	REL 300/400, 300/400, 335	9
REL 305	3	ELECTIVES	7
ELECTIVE	3	Sub-total	16
Sub-total	15		
Seventh Semester		Eighth Semester	
REL 300/400, 300/400, 496	7	REL 300/400, 490, 497	9
ELECTIVES	9	ELECTIVES	7
Sub-total	16	Sub-total	16

Recommended Course Sequence for the B.A. with a Major in Spanish

Course Requirements: Required non-SPA courses include ENG 205 or 206 and 12 hours in a second language (French is shown, but students could study another language). The major requires 35 hours of Spanish courses above the 201 level.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
SPA/131	5	ENG 102	3
ENG 101	3	Natural Science	3
Natural Science (Lab)	4	Social Science	3
Mathematics	3	Elective	6
LAL 101	1	Sub-total	15
Sub-total	16		
Third Semester		Fourth Semester	
SPA 201	3	SPA 202	3
ENG 205 or 206	3	History	3
REL 105	3	KIN 135	2
Speech 102 or 210	3	Elective	7
Electives	6	Sub-total	16
Sub-total	18		
Fifth Semester		Sixth Semester	
SPA 305, 321, 341	9	SPA 310, 322, 405	7
Elective	3	FINE ARTS 200	3
FRE 101	3	FRE 102	3
Sub-total	15	REL 305	3
		Sub-total	16
Seventh Semester		Eighth Semester	
SPA 325, 342, 410	7	SPA 450, 490	6
FRE 201	3	FRE 202	3
Electives	6	Electives	7
Sub-total	16	Sub-total	16

Recommended Course Sequence for the B.A. with a Major in Spanish: Secondary Education

Course Requirements: Required non-SPA/EDU courses include PSY 205 and ENG 205 or 206. Required EDU courses include 111, 195, 206, 220, 251, 295, 440, 441, 451, 452, and 496. Also, 29 hrs. of SPA courses above the 201 level, are required.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
BIO 101	4	MAT 101/104	3
Speech 102 or 210	3	ELECTIVE	3
SPA 131	5	EDU 111 and 195	3/1
LAL 101	1	PSY 101	3
Sub-total	16	Sub-total	16
Third Semester		Fourth Semester	
HISTORY	3	EDU 206, 220, 251	8
PSY 205 and EDU 295	3/1	SPA 202	3
SPA 201	3	Natural Science	4
REL 105	3	KIN 135	2
ENG 205 or 206	3	Sub-total	17
Sub-total	16		
Fifth Semester		Sixth Semester	
EDU 411	3	REL 305	3
SPA 305, 321, 341	9	EDU 410, 452	6
FINE ARTS 200	3	SPA 310, 322, 405	7
Elective	3	Sub-total	16
Sub-total	18		
Seventh Semester		Eighth Semester	
EDU 451	3	EDU 496	12
SPA 325, 342, 410	7	Sub-total	12
Electives	6-7		
Sub-total	16-17		

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Theatre

Course Requirements: Theatre Majors take 48 hours of Theatre courses. The curriculum includes the following two Senior Options: A) Theatre Production (Shakespeare, Advanced Acting, and Senior Project). B) Arts Administration (Business Communication, Theatre Management and Theatre Internship). Each student is required to take eight hours of Theatre Production (Sections A and B of each level). Students are also required to take two sections of THE 490, Advanced Topics, during their Junior and Senior years. Courses required in the Theatre Major include: 1/2/3/401 A&B, 112, 120, 130, 210, 212, 220, 222, 360, 490 A&B, ENG 332. Senior Option A: ENG 411, 312 and 492. Senior Option B: ENG 301, 330 and 495.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
THE 101	1	THE 101	1
THE 120	3	THE 130	3
THE 112	1	SPE 102	3
MATH	3	ENG 102	3
ENG 101	3	KIN 135	2
REL 105	3	Natural Science (Lab)	4
LAL 101	1	Sub-total	16
Sub-total	15		
Third Semester		Fourth Semester	
THE 201	1	THE 201	1
THE 212	3	THE 222	3
THE 210	3	History	3
THE 220	3	Foreign Language	3
Foreign Language	3	Natural Science	3
FA 200	3	Electives	3
Sub-total	16	Sub-total	16
Fifth Semester		Sixth Semester	
THE 301	1	THE 301	1
THE 340	3	THE 312 or 340	3
THE 360	2	REL 305	3
THE 490-A	2	Electives	9
ENG 411 or ENG 301	3	Sub-total	16
Electives	6		
Sub-total	17		
Seventh Semester		Eighth Semester	
THE 401	1	THE 401	1
THE 490-B	2	THE 492 or 495	3
Electives	13	Electives	12
Sub-total	16	Sub-total	16

Recommended Course Sequence for the B.S. with a Major in Biology

Course Requirements: General Education: 40-42 hours (depending on whether MAT 108/109 or MAT 140/190 is taken). A grade of "C" or better must be made in MAT 108/109 or 140/190. Biology Core (23 hours): BIO 110, 111, 300, 310, 320, 450 – Biology Electives (16 hours): Selected from BIO courses numbered 240 or higher, including at least two at the 400 level and either BIO 240, 260, or 380 Cognates (31 hours): CHE 111, 112, 201/3, 202/4, 301, PHY 151, 152 or 201/11, 202/12

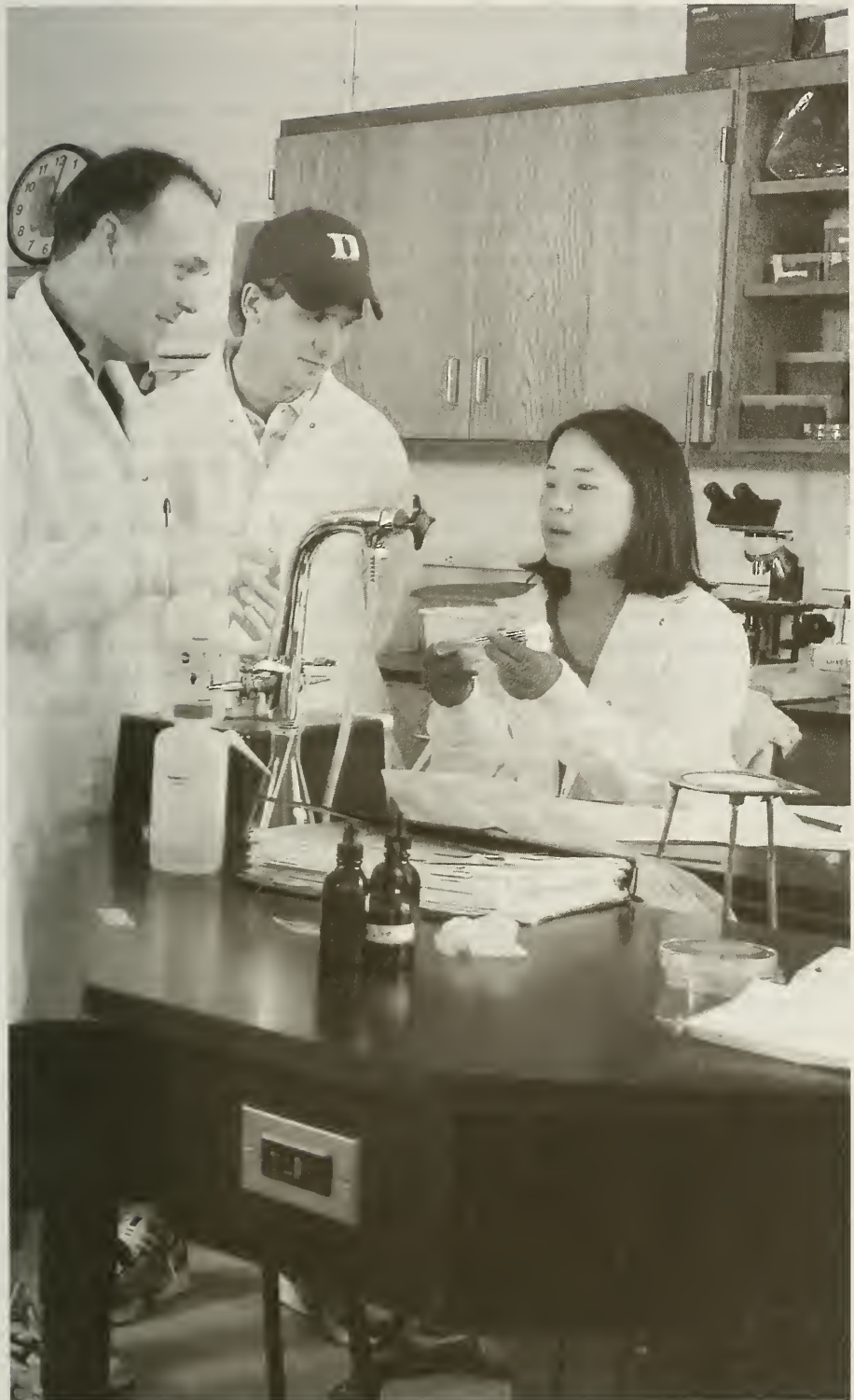
First Semester	Sem. Hr.	Second Semester	Sem. Hr.
BIO 110	4	BIO 111	4
CHE 111	5	CHE 112	5
MAT 108 OR 140	3/4	MAT 109 or 190	3/4
ENG 101	3	ENG 102	3
LAL 101	1	Sub-total	15/16
Sub-total	16/17		
Third Semester		Fourth Semester	
BIO 300	4	BIO 310	4
CHE 201/203	5	CHE 202/204	5
Speech	3	KIN 135	2
REL 105	3	FOREIGN LANGUAGE	3
FOREIGN LANGUAGE	3	ELECTIVE	3
Sub-total	18	Sub-total	15
Fifth Semester		Sixth Semester	
BIO 320	4	Biology 300/400 level	4
CHE 301	3	PHY 152 or 202	4
PHY 151 or 201	4	HISTORY	3
FA 200	3	REL 305	3
Elective	3	Elective	3
Sub-total	17	Sub-total	17
Seventh Semester		Eighth Semester	
Biology 300/400 level, BIO 450	7	Biology 300/400 level	8
Social Science	3	Electives	5-7
Electives	6	Sub-total	13-15
Sub-total	16		

NOTES: Total Number of Semester Hours Required for the Degree: 128 hours

Recommended Course Sequence for the B.S. with a Major in Biology – Secondary Education

Course Requirements: General Education (34 hours): ENG 101, 102, SPE 102, HIS (3 hours selected from HIS 111, 112, 201, 202), IS (3 hours selected from ENG 205 or 206), REL 105, 106, FINE ARTS (3 hours selected from ART 211, MUS 110, THE 211), PSY 101, MAT 107, 108, HPS Activity course; Biology Major Courses (36 hours): BIO 110, 111, 201, 202, 300, 310, 320, 360 or 380, and 370; EDU/PSY (35 hours): EDU 111, 195, 295, 206, 251, 411, 451, 452, 496, PSY 205; Natural Sciences (22 hours): CHE 111, 112, 210, PHY 151, PSY 201; Elective (outside of specialization area) – 3 hours.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
CHE 111	5	CHE 112	5
MAT 107	3	MAT 108	3
ENG 101	3	ENG 102	3
SPE 102	3	HISTORY	3
PSY 101	3	EDU 111/195	4
LAL 101	1	Sub-total	18
Sub-total	18		
Third Semester		Fourth Semester	
BIO 110	4	BIO 111	4
CHE 210	4	PSC 201	4
PSY 205, EDU 295	4	EDU 251	3
REL 105	3	FOREIGN LANGUAGE	3
FOREIGN LANGUAGE	3	FA 200	3
Sub-total	18	Sub-total	17
Fifth Semester		Sixth Semester	
BIO 201, 300	8	BIO 202, 310, 360 or 380	12
PHY 151	4	EDU 206, 452	6
REL 305	3	Sub-total	18
EDU 451	3		
Sub-total	18		
Seventh Semester		Eighth Semester	
BIO 320, 370	8	EDU 496	12
EDU 411	3	Sub-total	12
KIN 135	2		
ELECTIVE	3		
Sub-total	16		



Bachelor of Science with a Major in Business

Accreditation – Anderson College is a Candidate for Accreditation by the Association of Collegiate Business Schools and Programs (ACBSP).

Mission Statement – The Division of Business helps to fulfill the Anderson College mission of providing for the intellectual, social, moral, and spiritual development of students in an atmosphere which affirms the teachings of Jesus Christ. This mission is accomplished by designing, administering, and continuously enhancing a curriculum in business related disciplines. The curriculum is designed to provide students, both traditional and non-traditional, with skills needed to make decisions and solve problems in a rapidly changing world. The Division strives to integrate the purposes of general education with specific technical training in areas such as accounting, computer information systems, finance/economics, human resource management, and management.

The Division seeks to produce well-rounded, professionally prepared graduates, ready to serve God, family, employer, and community. Therefore, faculty emphasis is in the areas of instruction, advising, role modeling and integrating faith and learning. Faculty scholarship activities enhance the classroom experience and primarily include applied scholarship and instructional development. As part of our role modeling, faculty engage in service activities, which include commitments to the College, profession, community, and church through committee assignments, community service, church activities, international programs, and other service activities.

All business students are admitted to the major as pre-business students. After successful completion of six introductory courses with a minimum GPA of 2.5 in these courses, the student may apply to the division for full acceptance into the major. The student completes an “Application for Admission to the Business Major” form with his/her advisor and obtains the signature of the division head. For each concentration these courses include the following:

Accounting – ACC 201, 202, CS 120, ECO 211, 212, MAT 113

Computer Information Systems – ACC 201, 202, CS 102, 103, 120, ECO 211

Finance/Economics – ACC 201, 202, CS 120, ECO 211, 212, MAT 113

Human Resource Management – ACC 201, 202, CS 120, ECO 211, MAT 113,
PSY 101

Management – ACC 201, 202, CS 120, ECO 211, 212, MAT 113

Exit exam. All business students must take the Major Field Exam in Business provided by Educational Testing Services as a graduation requirement. This is a comprehensive exam covering all of the major business disciplines. The exam is taken as part of the Senior Seminar (BUS 490) course.

Common business core. All concentrations include the following common professional courses: ACC 201, 202, CS 120, ECO 211, 212, MAT 203, MKT 331, MGT 341, BUS 351 or MGT 410, FIN 310, CIS 452, BUS 490 and 495.

Recommended Course Sequence for the B.S. with a Major in Business:**Accounting Concentration**

Concentration Specific Requirements: ACC 310, 311, 435, 2 ACC electives,
1 elective from ACC, BUS 401, CIS, FIN, ECO or MGT

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
LAL 101	1	ENG 102	3
ENG 101	3	MAT 114	3
REL 105	3	Natural Science	3-4
MAT 113	3	PSY 101 or SOC 101	3
Foreign Language		Foreign Language	
Option One	5	Option One	
Option Two	3	History	3
History	3	Option Two	3
Sub-total	15-16	Sub-total	15-16
Third Semester		Fourth Semester	
CS 120	3	ACC 202	3
ACC 201	3	ECO 212	3
MAT 203	3	FA 200	3
ECO 211	3	Speech/Journalism	3
Natural Science	4	KIN 135	2
Sub-total	16	Elective	3
		Sub-total	17
Fifth Semester		Sixth Semester	
MGT 341	3	BUS 351	3
ACC 310	3	CIS 452	3
FIN 310	3	ACC 311	3
Electives	5-7	REL 305	3
Sub-total	14-16	MKT 331	3
		Elective	2
		Sub-total	17
Seventh Semester		Eighth Semester	
BUS 495	3	BUS 490	3
Business elective	3	ACC 435	3
ACC Elective	3	ACC Elective	3
Electives	8	Electives	6
Sub-total	17	Sub-total	15

NOTES: The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Business: Computer Information Systems Concentration

Concentration Specific Requirements: CS 102, 103, 330 CIS 310, 490, 2 CS or CIS electives, MGT 451

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
LAL 101	1	ENG 102	3
ENG 101	3	MAT 114	3
CS 120	3	Natural Science	3-4
MAT 113	3	PSY 101 or SOC 101	3
Foreign Language		Foreign Language	
Option One	5	Option One	
Option Two	3	History	3
History	3	Option Two	3
Sub-total	15-16	Sub-total	15-16
Third Semester		Fourth Semester	
CS 102	4	ACC 202	3
ACC 201	3	CS 103	4
MAT 203	3	ECO 212	3
ECO 211	3	Speech/Journalism	3
Natural Science	4	KIN 135	2
Sub-total	17	Electives	2
		Sub-total	17
Fifth Semester		Sixth Semester	
MGT 341	3	BUS 351	3
CS 330	4	CIS 452	3
FIN 310	3	FA 200	3
REL 105	3	REL 305	3
Electives	0-2	MGT 451	3
Sub-total	13-15	Elective	2
		Sub-total	17
Seventh Semester		Eighth Semester	
BUS 495	3	CIS 490	3
CIS 310	3	BUS 490	3
CS or CIS Elective	3	CS or CIS Elective	3
MKT 331	3	Electives	6
Electives	5	Sub-total	15
Sub-total	17		

NOTES: The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Business:**Finance/Economics Concentration****Concentration Specific Requirements:** ECO 301, 340, 350, 410, FIN 311, 2

ECO or FIN electives

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
LAL 101	1	ENG 102	3
ENG 101	3	MAT 114	3
REL 105	3	Natural Science	3-4
MAT 113	3	PSY 101 or SOC 101	3
Foreign Language		Foreign Language	
Option One	5	Option One	
Option Two	3	History	3
History	3	Option Two	3
Sub-total	15-16	Sub-total	15-16
Third Semester		Fourth Semester	
CS 120	3	ACC 202	3
ACC 201	3	ECO 212	3
MAT 203	3	FA 200	3
ECO 211	3	Speech/Journalism	3
Natural Science	4	KIN 135	2
Sub-total	16	Elective	3
		Sub-total	17
Fifth Semester		Sixth Semester	
MGT 341	3	BUS 351	3
ECO 301	3	CIS 452	3
FIN 310	3	ECO 350	3
ECO 340	3	REL 305	3
Electives	2-4	FIN 311	3
Sub-total	14-16	Elective	2
		Sub-total	17
Seventh Semester		Eighth Semester	
BUS 495	3	ECO 410	3
MKT 331	3	BUS 490	3
ECO or FIN Elective	3	ECO or FIN Elective	3
Electives	8	Elective	6
Sub-total	17	Sub-total	15

NOTES: The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Business:**Human Resource Management Concentration**

Concentration Specific Requirements: MGT 343, PSY 301, PSY 318, BUS 401, 3 electives to be selected from ACC, BUS, ECO, MGT, MKT, PSY, or SOC, and MGT 410 must be taken, rather than BUS 351. PSY 101 and SOC 201 are taken as general education requirements.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
LAL 101	1	ENG 102	3
ENG 101	3	MAT 114	3
REL 105	3	Natural Science	3-4
MAT 113	3	PSY 101	3
Foreign Language		Foreign Language	
Option One	5	Option One	
Option Two	3	History	3
History	3	Option Two	3
Sub-total	15-16	Sub-total	15-16
Third Semester		Fourth Semester	
CS 120	3	ACC 202	3
ACC 201	3	ECO 212	3
MAT 203	3	FA 200	3
ECO 211	3	Speech/Journalism	3
Natural Science	4	KIN 135	2
Sub-total	16	SOC 101	3
		Sub-total	17
Fifth Semester		Sixth Semester	
MGT 341	3	BUS 401	3
MKT 331	3	CIS 452	3
FIN 310	3	MGT 343	3
PSY 301	3	REL 305	3
Electives	3-5	PSY 318	3
Sub-total	15-17	Sub-total	15
Seventh Semester		Eighth Semester	
BUS 495	3	MGT 410	3
Business Electives	6	BUS 490	3
Electives	9	Business Elective	3
Sub-total	18	Electives	6
		Sub-total	15

NOTES: The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Business: Management Concentration

Concentration Specific Requirements: MGT 343, BUS 401, MGT 451, 469 or 479, 4 electives to be selected from ACC, BUS, CIS, ECO, FIN, MGT, MKT. PSY 101 and SOC 201 are taken as general education requirements.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
LAL 101	1	ENG 102	3
ENG 101	3	MAT 114	3
REL 105	3	Natural Science	3-4
MAT 113	3	PSY 101 or SOC 101	3
Foreign Language		Foreign Language	
Option One	5	Option One	
Option Two	3	History	3
History	3	Option Two	3
Sub-total	15-16	Sub-total	15-16
Third Semester		Fourth Semester	
CS 120	3	ACC 202	3
ACC 201	3	ECO 212	3
MAT 203	3	FA 200	3
ECO 211	3	Speech/Journalism	3
Natural Science	4	KIN 135	2
Sub-total	16	PSY 101 or SOC 201	3
		Sub-total	17
Fifth Semester		Sixth Semester	
MGT 341	3	BUS 351	3
MKT 331	3	CIS 452	3
FIN 310	3	MGT 343	3
Electives	5-7	REL 305	3
Sub-total	14-16	Business Elective	3
		Elective	2
		Sub-total	17
Seventh Semester		Eighth Semester	
BUS 495	3	BUS 401	3
MGT 451/469/479	3	BUS 490	3
Business Elective	3	Business Electives	6
Electives	8	Elective	3
Sub-total	17	Sub-total	15

NOTES: The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B. S. with a Major in Early Childhood/ Elementary Education

Course Requirements: EDU 111, 195, 201, 206, 220, 260, 295, 321, 322, 330, 335, 350, 355, 410, 411, 421, 440, 442, 443, 494/495, PSY 205, MAT 208, 209

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
BIO 101 or 102	4	PSC 101 or CHE 101	4
ENG 101	3	ENG 102	3
SPE 102	3	EDU 111/195 OR PSY 101	3/1 or 3
MAT 101	3	MAT 208 or 209	4
EDU 111/195 or PSY 101	3/1 or 3	SOC 101 or EDU 220	3 or 2
LAL 101	1	Sub-total	16-18
Sub-total	17-18		

Third Semester		Fourth Semester	
FA 200	3	EDU 206	3
REL 105	3	EDU 260	3
AST 101/111 or EDU 295/PSY 205	4	AST 102/112 or EDU 295/PSY 205	4
or 1/3		or 1/3	
EDU 201	3	Foreign Language	3
Foreign Language	3	MAT 209 or 208	4
EDU 220 or SOC 101	2 or 3	Sub-total	17
Sub-total	18-19		

Fifth Semester		Sixth Semester	
HIS 201 or 202	3	EDU 321	3
REL 305	3	EDU 322	3
EDU 411 or 350	3	EDU 335	3
EDU 330	4	EDU 350 or 411	3
HIS 111 or 112	3	KIN 135	2
Sub-total	16	ENG 205 Or 206	3
		Sub-total	17

Seventh Semester		Eighth Semester	
*FALL BLOCK COURSES		EDU 494/495	12
EDU 410	3	(Split-Placement for	
EDU 421	3	Student Teaching)	
EDU 440	3	Sub-total	12
EDU 442	3		
EDU 443	3		
EDU 355	3		
Sub-total	18		

NOTES: *These courses must be taken in block format. For (transfer) students having taken one or more of these courses, the field placement course EDU 443 is required with the other courses. Early Childhood/Elementary Education majors must enroll in the BLOCK courses for the fall semester of their senior year.

Total Number of Semester Hours Required for the Degree: 133

Recommended Course Sequence for the B. S. with a Major in Elementary Education

Course Requirements: EDU 111, 195, 206, 220, 260, 295, 321, 322, 330, 335, 410, 411, 421, 440, 442, 443, 495, PSY 205, MAT 208, 209

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
BIO 101 or 102	4	PSC 101 or CHE 101	4
ENG 101	3	ENG 102	3
SPE 102	3	EDU 111/195 or PSY 101	3/1 or 3
MAT 101	3	SOC 101	3
EDU 111/195 or PSY 101	3/1 or 3	EDU 220	2
LAL 101	1	Sub-total	15-16
Sub-total	17-18		

Third Semester		Fourth Semester	
FA 200	3	EDU 206	3
REL 105	3	EDU 260	3
AST 101/111 or EDU 295/PSY 205	4	AST 102/112 or EDU 295/PSY 205	4
or 1/3		or 1/3	
FOREIGN LANGUAGE	3	MAT 209 or 208	4
MAT 208 or MAT 209	4	FOREIGN LANGUAGE	3
Sub-total	17	Sub-total	17

Fifth Semester		Sixth Semester	
HIS 201 or 202	3	EDU 321	3
ENG 205 or 206	3	EDU 322	3
REL 305	3	EDU 335	3
EDU 330	4	EDU 411	3
HIS 111 or 112	3	KIN 135	2
ELECTIVE	1	Elective	3
Sub-total	17	Sub-total	17

Seventh Semester		Eighth Semester	
*FALL BLOCK COURSES		EDU 495	12
EDU 410	3	Student teaching	
EDU 421	3	Sub-total	12
EDU 440	3		
EDU 442	3		
EDU 443	3		
Sub-total	15		

NOTES: *These courses must be taken in block format. For (transfer) students having taken one or more of these courses, the field placement course EDU 443 is required with the other courses. Elementary Education majors must enroll in the BLOCK courses for the fall semester of their senior year.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B. S. with a Major in Special Education: Learning Disabilities/Elementary Education

Course Requirements: EDU 111, 195, 206, 220, 260, 295, 321, 322, 330, 335, 410, 411, 421, 435, 436, 440, 442, 443, 460, 484.495, PSY 205, MAT 208, 209

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
BIO 101 or 102	4	PSC 101 or CHE 101	4
ENG 101	3	ENG 102	3
SPE 102	3	EDU 111/195 or PSY 101	3/1 or 3
MAT 101	3	Mat 208 or 209	4
EDU 111/195 or PSY 101	3/1 or 3	SOC 101 or EDU 220	3 or 2
LAL 101	1	Sub-total	16-18
Sub-total	17-18		

Third Semester		Fourth Semester	
FA 200	3	EDU 206	3
REL 105	3	EDU 260	3
AST 101/111 or EDU 295/PSY 205	4	AST 102/112 or EDU 295/PSY 205	4
or 1/3		or 1/3	
Foreign Language	3	FOREIGN LANGUAGE 102	3
EDU 220 or SOC 101	2 or 3	MAT 208 or 209	4
Sub-total	15-16	Sub-total	17

Fifth Semester		Sixth Semester	
HIS 201 or 202	3	EDU 321	3
ENG 205 or 206	3	EDU 322	3
REL 305	3	EDU 335	3
EDU 330	4	EDU 411	3
HIS 111 or 112	3	EDU 435	3
KIN 135	2	EDU 460	3
Sub-total	18	Sub-total	18

Seventh Semester		Eighth Semester	
*FALL BLOCK COURSES		EDU 484/495	12
EDU 410	3	(Split-Placement for	
EDU 421	3	Student Teaching)	
EDU 436	3	Sub-total	12
EDU 440	3		
EDU 442	3		
EDU 443	3		
Sub-total	18		

NOTES: *These courses must be taken in block format. For (transfer) students having taken one or more of these courses, the field placement course EDU 443 is required with the other courses. Special Education/ Elementary Education majors must enroll in the BLOCK courses for the fall semester of their senior year.

Total Number of Semester Hours Required for the Degree: 133

Recommended Course Sequence for the B.S. with a Major in Mathematics

Course Requirements: 45-46 hours including MAT 140, PHY 151, CHE 111.

Major: 42 hours including MAT 160, 190, 215, 240, 270, 290, 340, 380, 390, 420, 430, 496, Math Elective. Cognate: 4 hours Computer Science 102. Electives: 36-37 hours.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
MAT 140	4	MAT 160, 190	7
CHE 111 or PHY 151	4-5	Elective	3
Elective	3	History	3
LAL 101	1	Sub-total	16
Sub-total	15-16		
Third Semester		Fourth Semester	
MAT 215, 240	7	MAT 270, 290	7
CHE 111 or PHY 151	4-5	SOCIAL SCIENCE	3
Elective	3	Speech	3
FOREIGN LANGUAGE 101	3	FOREIGN LANGUAGE 102	3
Sub-total	17-18	Sub-total	16
Fifth Semester		Sixth Semester	
CS 102	4	MAT 380, 390	6
MAT 340	3	REL 305	3
FA 200	3	Electives	9
KIN 135	2	Sub-total	18
REL 105	3		
Sub-total	15		
Seventh Semester		Eighth Semester	
MAT 420, 430	6	MAT 496	3
Electives	9	MAT Elective	3
Sub-total	15	Electives	9-10
		Sub-total	15-16

NOTES: Total Number of Semester Hours Required for the Degree: 128 hours

Recommended Course Sequence for the B.S. with a Major in Mathematics: Secondary Education

Course Requirements: General Education: 45-46 hours including MAT 140, PHY 151, CHE 111. Major: 39 hours including MAT 160, 190, 215, 240, 270, 290, 320, 340, 380, 390, 420, 430. Education: 32 hours including EDU 111, 195, 206, 251, 295, 411, 451, 452, 496. Cognate: 8 hours Computer Science 102 and PSY 205; Electives: 4-5 hours.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
ENG 101	3	ENG 102	3
MAT 140	4	MAT 160, 190	7
CHE 111 or PHY 151	4-5	EDU 111/195	4
Social Science	3	History	3
LAL 101	1	Sub-total	17
Sub-total	15-16		
Third Semester		Fourth Semester	
MAT 215, 240	7	MAT 270, 290	7
CHE 111 or PHY 151	4-5	EDU 251	3
PSY 205 and EDU 295	4	SPE 102	3
Sub-total	15-16	FA 200	3
		Sub-total	16
Fifth Semester		Sixth Semester	
CS 102	4	MAT 380, 390	6
MAT 340, 320	6	EDU 206, 452	6
KIN 135	2	REL 305	3
REL 105	3	FOREIGN LANGUAGE	3
FOREIGN LANGUAGE	3	Sub-total	18
Sub-total	18		
Seventh Semester		Eighth Semester	
MAT 420, 430	6	EDU 496	12
EDU 411	3	Sub-total	12
EDU 451	3		
Electives	4-5		
Sub-total	16-17		

NOTES: Total Number of Semester Hours Required for the Degree: 128 hours

Recommended Course Sequence for the B.S. with a Major in Kinesiology: Exercise Science Concentration

Course Requirements: KIN 132, 135, 227, 260, 289, 301, 310, 340, 365, 389, 401, 440, BIO 150, 201, 202 CHE 101, MAT 107, 108, PHY 151, Electives (12 hours) to be selected from KIN 210, 211, 212, 321, 335, 470, 475, 480, 490, 492, or 498.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
MAT 107	3	MAT 108	3
ENG 101	3	CHE 101	4
KIN 132	3	ENG 102	3
BIO 150	4	KIN 135	2
Social Science	3	Electives	5
LAL 101	1	Subtotal	17
Subtotal	17		

Third Semester	Sem. Hr.	Fourth Semester	Sem. Hr.
BIO 201	4	History	3
PHY 151	4	Speech	3
KIN 260	3	BIO 202	4
KIN 227	3	Fine Arts	3
KIN 289	3	Elective	3
Subtotal	17	Subtotal	16

Fifth Semester	Sem. Hr.	Sixth Semester	Sem. Hr.
Foreign Language	5	Electives	6
KIN 301	3	KIN 340	3
KIN 310	3	KIN 365	3
KIN 389	3	KIN 401	3
Subtotal	14	Subtotal	15

Seventh Semester	Sem. Hr.	Eighth Semester	Sem. Hr.
Literature	3	ES Electives	6
KIN 440	3	REL 305	3
ES Electives	6	Electives	8
REL 105	3	Subtotal	16
Subtotal	15		

NOTES: Total Number of Semester Hours Required for the Degree: 126-128 hours

Recommended Course Sequence for the B.S. with a Major in Kinesiology: Physical Education Concentration

Course Requirements: KIN 132, 135, 220, 231, 232, 227, 260, 263, 301, 321, 323, 324, 333, 334, 340, 383, 384, 403, BIO 201, PSY 205, EDU 111, EDU 195, 295, 411, 495

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
LAL	1	REL 105	3
ENG 101	3	EDU 111 and 195	3/1
PSY 101	3	BIO 150	4
MAT 101 or higher	3	ENG 102	3
KIN 132	3	MAT 108	3
FA 200	3	Subtotal	17
Subtotal	16		

Third Semester	Sem. Hr.	Fourth Semester	Sem. Hr.
KIN 231	3	KIN 135	2
KIN 260	3	KIN 232	3
KIN 220	3	SOC 101	3
BIO 201	4	KIN 340	3
PSY 205 and EDU 295	3/1	History	3
Subtotal	17	SPE 102	3
		Subtotal	17

Fifth Semester	Sem. Hr.	Sixth Semester	Sem. Hr.
Foreign Language (131)	5	CHE 101, 111, PSC 101, SCI 101	4
KIN 323	3	KIN 263	3
KIN 324	3	KIN 321	3
KIN 227	3	KIN 333 & 334	3/1
Elective	3	REL 305	3
Subtotal	17	Subtotal	17

Seventh Semester	Sem. Hr.	Eighth Semester	Sem. Hr.
International St. or Eng 205, 206	3	EDU 495	12
KIN 301	3	(Split placement for Student Teaching)	
KIN 383 and 384	3/1	Subtotal	12
KIN 403	3		
EDU 411	3		
Subtotal	16		

NOTES: Total Number of Semester Hours Required for the Degree: 128-129

Recommended Course Sequence for the B.S. with a Major in Cytotechnology

Students can earn a B. S. degree in Cytotechnology from Anderson College by completing the equivalent of six semesters (three academic years) of full-time enrollment at the College followed by three semesters of coursework at the Medical University of South Carolina (MUSC). Also, by completing the 21-month full-time program at MUSC students may earn the Master of Science degree in Clinical Laboratory Sciences – Cytotechnology from MUSC.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
BIO 110	4	BIO 111	4
CHE 111	5	CHE 112	5
MAT 107	3	MAT 203	3
ENG 101	3	ENG 102	3
LAL 101	1	KIN 135	2
Sub-total	16	Sub-total	17

Third Semester		Fourth Semester	
BIO 300	4	BIO 310	4
CHE 201/203	5	CHE 202/204	5
Speech	3	FA 200	3
REL 105	3	FOREIGN LANGUAGE	3
FOREIGN LANGUAGE	3	Sub-total	15
Sub-total	18		

Fifth Semester		Sixth Semester	
BIO 330	4	BIO 340	4
CHE 301	3	PHY 152 or 202	4
PHY 151 or 201	4	SOCIAL SCIENCE	3
HISTORY	3	REL 305	3
Elective	3	Sub-total	14
Sub-total	17		

NOTES: 49 additional credits must be completed at MUSC to complete the degree with 146 hours.

An additional 29 credit hours at MUSC leads to the MS degree in Cytotechnology.

Total Number of Semester Hours Required for the Degree: 146 hours

Total Number of Semester Hours at Anderson College: 97 hours

Recommended Course Sequence for the Bachelor of Music Degree: Instrumental Performance

Course Requirements: Major Applied Area (16 hrs.), Minor Applied Area (2 hrs.), Primary Ensemble (8 hrs.), Secondary Ensemble (4hrs.), MUS 090 (7 semesters), 101, 103, 201, 203, 205, 210, 301, 302, 303, 317, 326, 370, 371, 408, 410, Recitals, 300, 400, MUE 114, 115, 116, 117. Other courses include the general education requirements of the college. All music students are required to comply with the policies and procedures itemized in *The Music Handbook* edition under which they entered or are graduating.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
MUSIC 1X2, Sec. Applied 1 Hr.	3	MUSIC 1X3, Sec. Applied 1 Hr.	3
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUS 090, 101	3	MUSIC 090, 103	3
ENG 101	3	ENG. 102	3
MATH 101 or Higher	3	HIS. 111, 112, 201, 202	3
LAL 101	1	NAT. SCIENCE (LAB)	4
NAT. SCIENCE	3	Sub-total	17
Sub-total	17		
Third Semester		Fourth Semester	
MUSIC 2X2	2	MUSIC 2X3	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
SECONDARY ENSEMBLE	1	SECONDARY ENSEMBLE	1
MUS 090, 201, 210	5	MUSIC 090, 203, 371	6
MUSIC 205	2	FA 200	3
SPE 102 or COM 201	3	MUE 114	1
MUS 326	2	NON-MUSIC ELECTIVE	3
Sub-total	16	Sub-total	17
Fifth Semester		Sixth Semester	
MUSIC 3X2	2	MUSIC 3X3	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
SECONDARY ENSEMBLE	1	SECONDARY ENSEMBLE	1
MUSIC 090, 301, 370	5	MUSIC 090, 300, 302	2
FOR. LANG 101	3	FOR. LANG. 102	3
NON-MUSIC ELECTIVE	3	REL. 105	3
MUE 117	1	NON-MUSIC ELECTIVE	3
Sub-total	16	MUE 115	1
		Sub-total	16
Seventh Semester		Eighth Semester	
MUSIC 4X2	2	MUSIC 4X3	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUSIC 090, 303	2	MUSIC 317, 400, 408	4
REL 305	3	NON-MUSIC ELECTIVES	4-6
MUE 116	1	KIN 135	2
SOC. SCIENCE	3	Sub-total	13-15
NON-MUSIC ELECTIVE	3		
Sub-total	15		

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the Bachelor of Music Degree: Keyboard Performance

Course Requirements: Major Applied Area (16 hrs.), Minor Applied Area (2 hrs.), Primary Ensemble (8 hrs.), Secondary Ensemble (4hrs.), MUS 090 (7 semesters), 101, 103, 201, 203, 205, 210, 301, 302, 303, 316, 317, 370, 371, 408, 410, Recitals, 300, 400. Other courses include the general education requirements of the college. All music students are required to comply with the policies and procedures itemized in *The Music Handbook* edition under which they entered or are graduating.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
MUSIC 1X2, Sec. Applied 1 Hr.	3	MUSIC 1X3, Sec. Applied 1 Hr.	3
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUS 090, 101	3	MUSIC 090, 103	3
ENG 101	3	ENG. 102	3
MATH 101 or Higher	3	HIS. 111, 112, 201, 202	3
LAL 101	1	NAT. SCIENCE (LAB)	4
NAT. SCIENCE	3	Sub-total	17
Sub-total	17		
Third Semester		Fourth Semester	
MUSIC 2X2	2	MUSIC 2X3	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
SECONDARY ENSEMBLE	1	SECONDARY ENSEMBLE	1
MUS 090, 201, 210	5	MUSIC 090, 203, 371	6
MUSIC 205	2	FA 200	3
SPE 102 or COM 201	3	MUS 410	3
MUS 316	3	Sub-total	16
Sub-total	17		
Fifth Semester		Sixth Semester	
MUSIC 3X2	2	MUSIC 3X3	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
SECONDARY ENSEMBLE	1	SECONDARY ENSEMBLE	1
MUSIC 090, 301, 370	5	MUSIC 090, 300, 302	2
FOR. LANG 101	3	FOR. LANG. 102	3
NON-MUSIC ELECTIVE	3	REL. 105	3
Sub-total	15	NON-MUSIC ELECTIVE	3
		Sub-total	15
Seventh Semester		Eighth Semester	
MUSIC 4X2	2	MUSIC 4X3	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUSIC 090, 303	2	MUSIC 317, 400, 408	4
REL 305	3	NON-MUSIC ELECTIVES	9
KIN 135	2	Sub-total	16
SOC. SCIENCE	3		
NON-MUSIC ELECTIVE	3		
Sub-total	16		

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the Bachelor of Music Degree: Vocal Performance

Course Requirements: Major Applied Area (16 hrs.), Minor Applied Area (2 hrs.), Primary Ensemble (8 hrs.), Secondary Ensemble (4hrs.), MUS 090 (7 semesters), 101, 103, 118, 136 (2 hrs.), 201, 203, 205, 210, 301, 302, 303, 315, 317, 318, 370, 371, 408, Recitals, 300, 400. Other courses include the general education requirements of the college. All music students are required to comply with the policies and procedures itemized in *The Music Handbook* edition under which they entered or are graduating.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
MUSIC 142, 130	3	MUSIC 143, 130	3
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUS 090, 101	3	MUSIC 090, 103	3
ENG 101	3	ENG. 102	3
MATH 101 or Higher	3	HIS. 111, 112, 201, 202	3
LAL 101	1	NAT. SCIENCE (LAB)	4
NAT. SCIENCE	3	Sub-total	17
Sub-total	17		
Third Semester		Fourth Semester	
MUSIC 242	2	MUSIC 243	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
SECONDARY ENSEMBLE	1	SECONDARY ENSEMBLE	1
MUS 090, 201, 210	5	MUSIC 090, 203, 371	6
MUSIC 205	2	FA 200	3
SPE 102 or COM 201	3	MUSIC 318	1
MUSIC 118	1	NON-MUSIC ELECTIVE	3
Sub-total	15	Sub-total	17
Fifth Semester		Sixth Semester	
MUSIC 342	2	MUSIC 343	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
SECONDARY ENSEMBLE	1	SECONDARY ENSEMBLE	1
MUSIC 090, 301, 370	5	MUSIC 090, 300, 302	2
FOR. LANG 101	3	FOR. LANG. 102	3
NON-MUSIC ELECTIVE	3	REL. 105	3
MUSIC 315	2	NON-MUSIC ELECTIVE	3
Sub-total	17	Sub-total	15
Seventh Semester		Eighth Semester	
MUSIC 442	2	MUSIC 443	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUSIC 136	1	MUSIC 136	1
MUSIC 090, 303	2	MUSIC 317, 400, 408	4
REL 305	3	NON-MUSIC ELECTIVES	6
SOC. SCIENCE	3	Sub-total	14
KIN 135	2		
NON-MUSIC ELECTIVE	3		
Sub-total	17		

NOTES: Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the Bachelor of Music Education Degree:

Instrumental Track

Course Requirements: Applied Music – Principal Instrument: 12 hours; Applied Music Minor: 3 hours Music Ensembles: 7 hours minimum of Primary Ensemble; Music Classes: Recital Hour 090 (7 semesters), 101, 103, 201, 203, 205, 210, 300, 301, 302, 317, 370, 371, 408, 417; Music Education Classes: MUE 114, 115, 116, 117, 314, 416; Professional Education: EDU 111, 195, 206, 295, 395B, 411, 495. All music students are required to comply with the policies and procedures itemized in *The Music Handbook*. Additional degree requirements explained in *The Music Handbook* include the keyboard proficiency exam and junior recital. *The Music Handbook* is considered an extension of the college catalog.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
PRIMARY APPLIED	2	PRIMARY APPLIED	2
SECONDARY APPLIED	1	SECONDARY APPLIED	1
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUS 090, 101	3	MUS 090, 103	3
ENG 101	3	ENG 102	3
MATH 101 or Higher	3	HIS 111, 112, 201, or 202	3
LAL 101	1	NATURAL SCIENCE (LAB)	4
NATURAL SCIENCE	3	Sub-total	17
Sub-total	17		

Third Semester		Fourth Semester	
PRIMARY APPLIED	2	PRIMARY APPLIED	2
SECONDARY APPLIED	1	PRIMARY ENSEMBLE	1
PRIMARY ENSEMBLE	1	MUS 090, 203, 371	6
MUS 090, 201, 205, 210	8	MUE 114/115/116/117	1
MUE 114/115/116/117	1	EDU 295	1
EDU 111	3	EDU 206	3
EDU 195	1	FA 200	3
SPE 102	3	Sub-total	17
Sub-total	19		

Fifth Semester		Sixth Semester	
PRIMARY APPLIED	2	PRIMARY APPLIED	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUS 090, 301, 370, 317	7	MUS 090, 302, 300, 417	4
MUE 114/115/116/117	1	MUE 114/115/116/117 and 314	4
SOCIAL SCIENCE	3	EDU 395-B	1
FOREIGN LANGUAGE 101	3	FOREIGN LANGUAGE 102	3
Sub-total	17	REL 105	3
		Sub-total	18

Seventh Semester		Eighth Semester	
PRIMARY ENSEMBLE	1	EDU 495 or 496	12
MUS 090, 408	2	Sub-total	12
MUE 416	3		
REL 305	3		
EDU 411	3		
KIN 135	2		
Sub-total	14		

NOTES: Total Number of Semester Hours Required for the Degree: 130–132

Recommended Course Sequence for the Bachelor of Music Education Degree: Vocal/Choral Track

Course Requirements: Applied Music Principal Voice or Piano: 12 hours. Applied Music Minor: 3 hours Voice or Piano. Music Ensembles: 7 hours minimum of Primary Ensemble; Music Classes: MUS 090 (7 semesters), 101, 103, 201, 203, 205, 210, 300, 301, 302, 315, 317, 370, 371, 408, 417; Music Education Classes: MUE 314, 416, and any three of the following: MUE 114, 115, 116, 117; Professional Education: EDU 111, 195, 206, 295, 395B, 411, 495. All music students are required to comply with the policies and procedures itemized in *The Music Handbook*. Additional degree requirements explained in *The Music Handbook* include the keyboard proficiency exam and junior recital. *The Music Handbook* is considered an extension of the college catalog.

First Semester	Sem. Hr.	Second Semester	Sem. Hr.
PRIMARY APPLIED	2	PRIMARY APPLIED	2
SECONDARY APPLIED	1	SECONDARY APPLIED	1
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUS 090, 101	3	MUS 090, 103	3
ENG 101	3	ENG 102	3
MATH 101 or Higher	3	HIS 111, 112, 201, or 202	3
LAL 101	1	NATURAL SCIENCE (LAB)	4
NATURAL SCIENCE	3	Sub-Total	17
Sub-Total	17		

Third Semester		Fourth Semester	
PRIMARY APPLIED	2	PRIMARY APPLIED	2
SECONDARY APPLIED	1	PRIMARY ENSEMBLE	1
PRIMARY ENSEMBLE	1	MUS 090, 203, 371	6
MUS 090, 201, 205, 210	7	MUE 114/115/116/117	1
MUE 114/115/116/117	1	EDU 295	1
EDU 111	3	EDU 206	3
EDU 195	1	FA 200	3
SPE 102	3	Sub-Total	17
Sub-Total	19		

Fifth Semester		Sixth Semester	
PRIMARY APPLIED	2	PRIMARY APPLIED	2
PRIMARY ENSEMBLE	1	PRIMARY ENSEMBLE	1
MUS 090, 301, 370, 315, 317	9	MUS 090, 302, 300, 417	4
SOCIAL SCIENCE	3	MUE 114/115/116/117, and 314	4
FOREIGN LANGUAGE 101	3	EDU 395-B	1
Sub-Total	18	FOREIGN LANGUAGE 102	3
		REL 105	3
		Sub-Total	18

Seventh Semester		Eighth Semester	
PRIMARY ENSEMBLE	1	EDU 495 or 496	12
MUS 090, 408	2	Sub-Total	12
MUE 416	5		
KIN 135	2		
REL 305	3		
EDU 411	3		
Sub-Total	14		

NOTES: Total Number of Semester Hours Required for the Degree: 132-134

Office of Adult Education

Bachelor of Business Administration Degree (120 hours)

Requirements for Admission: The Bachelor of Business Administration degree is designed for working mid-career adults who have career objectives, which the degree would assist them to achieve. In order to be admitted, applicants must be classified as adult students and must have had a minimum of three years of significant full-time employment, that is, in a position normally considered to be a career-track managerial, supervisory, or other professional position requiring specialized skill and knowledge.

Positions for Which Degree Prepares Graduates: Mid-level management/professional positions in business, industry, government, charitable and other not-for-profit organizations

Admission into program: All BBA students are admitted initially as pre-business students. After successful completion of three core courses (ACC 202, ECO 211, MGT 341) and a fourth specialized course (MAT 113 for the BBA or CS 103 for the BBA/CIS concentration) with a minimum 2.5 GPA, students can apply for full acceptance into the major. Should a student receive transfer credit for one of the above courses, another approved course may be substituted.

General Education Requirements (39 hours)

COMMUNICATIONS (6 hours)

SPEECH (3 hours)

RELIGION /ETHICS: (6 hours)

HUMANITIES/FINE ARTS (3 hours)

(selected from Art, Foreign Language, History, Literature, Music, Philosophy, Theatre)

NATURAL SCIENCES (3 hours)

MATHEMATICS (6 hours)

MAT 113, 203

ADDITIONAL REQUIREMENTS IN HUMANITIES/FINE ARTS AND SOCIAL/BEHAVIORAL SCIENCES (12 hours)

(selected from Art, Foreign Language, Geography, History, Literature, Music, Philosophy, Political Science, Psychology, Sociology, and Theatre)

Business Core (36 hours)

ACC 201, 202, BUS 351 (or MGT 410), 401, 490, CIS 452, CS 120, ECO 211, 212, FIN 310, MGT 341, MKT 331

Business Electives (24 hours)

(selected from courses numbered 300 and above in Accounting, Business, Computer Information Systems, Economics, Finance, Management, and Marketing)

General Electives (21 hours)

(selected from any discipline in the Anderson College curriculum or can be any courses normally accepted in transfer)

Bachelor of Business Administration Degree Computer Information Systems Concentration (120 hours)

General Education Requirements (39 hours)

(same as above)

Business Core (36 hours)

ACC 201, 202, BUS 351 (or MGT 410), 401, 490, CIS 452, CS 120, ECO 211, 212, FIN 310, MGT 341, MKT 331

Concentration Specific Requirements (24 hours)

CS 102, 103, 330, CIS 310, 490, two CS or CIS electives

General Electives (15 hours)

(selected from any discipline in the Anderson College curriculum or can be any courses normally accepted in transfer)

Bachelor of Criminal Justice Degree (123 hours)

The Bachelor of Criminal Justice (BCJ) Degree is designed for mid-career working adults who seek careers in the criminal justice field. The program requires completion of coursework in CRJ, usually from a community/technical college program or other accredited institution. In order to be admitted, applicants must be classified as adult students and present evidence of appropriate preliminary study in the field.

General Education Requirements (42 hours)

COMMUNICATION (6 hours)

(ENG 101 and 102)

SPEECH (3 hours)

(selected from SPE 102 or COM 251)

RELIGION/ETHICS (6 hours)

(REL 105, 106)

HUMANITIES/FINE ARTS (3 hours)

(courses may be selected from Literature, Foreign Language, Music, Theatre, Art, Philosophy, or History)

SOCIAL SCIENCE (18 hours)

(PSY 101, 205; SOC 101, 202; PS 101, 102)

MATHEMATICS (3 hours)

(MAT 108)

NATURAL SCIENCES (3 hours)

Criminal Justice Major Requirements (39 hours)

(CS 120, BUS 301, SOC 310, CRJ 301, 310, 350, 490, plus 15 hours of upper level courses in PSY, SOC, PS, CRJ)

Criminal Justice Preparatory Requirements (33 hours)

Electives (12 hours)

Bachelor of Human Services & Resources Degree (120 hours)

Requirements for Admission: The Bachelor of Human Services and Resources (BHSR) degree is designed for mid-career working adults who wish to prepare themselves for a variety of careers in human services and resources, including, but not limited to, human resources management, management of charitable organizations, counseling, customer relations, public relations, social work, government service, hospitality industry service, law enforcement, and health care delivery and management. In order to be admitted to this program, applicants must be classified as adult students. The degree provides preparation for anyone who intends to pursue a career in any service business or industry. The BHSR degree also provides a background for graduate study in business, psychology, theology, social work, library science, counseling, and other related service oriented fields.

General Education Requirements (39 hours)

COMMUNICATIONS (6 hours)

SPEECH (3 hours)

RELIGION/ETHICS (6 hours)

HUMANITIES/FINE ARTS (3 hours)

(selected from Art, Foreign Language, History, Literature, Music, Philosophy, Theatre)

NATURAL SCIENCES (3 hours)

(a 4-hour course in a natural science will meet this requirement)

MATHEMATICS (6 hours)

MAT 108 and 109

(students must have successfully completed MAT 101 before enrolling in either of these courses or must have earned an acceptable score on a math placement test)

ADDITIONAL REQUIREMENTS IN HUMANITIES/FINE ARTS AND SOCIAL/BEHAVIORAL SCIENCES (12 hours)

(selected from Economics, Foreign Language, Literature, Music, Philosophy, Political Science, Psychology, Sociology, and Theatre.)

Human Services and Resources Core (39 hours)

(BUS 301, 490; CS 120, MGT 341, 469; MGT 343, 441 or PSY 318; PSY 205, 316, 350, 375; SOC 202 or 303; SOC 301)

Specified Electives (21 hours)

(selected from courses numbered 300 and above in ACC, BUS, CIS, ECO, FIN, HS, MGT, MKT, PSY, and SOC)

General Electives (21 hours)

(selected from any discipline in the Anderson College curriculum or can be any courses normally accepted in transfer)

Bachelor of Science Degree in Early Childhood/Elementary Education (ACCEL Program)

The Division of Education makes a distinction between admission to education courses and admission to the Teacher Education Program. Admission to education courses is the same as admission to all degree programs in ACCEL. After students have completed the ACCEL course requirements for the Bachelor of Science Degree in Early Childhood/Elementary Education, they can request admission to the Teacher Education Program. Education majors in the traditional day program at Anderson College are not allowed to take ACCEL education courses for credit toward their education degree unless approved by the Division Head of Education and Kinesiology and Academic Dean. Also, students in the ACCEL program will not be allowed to transfer into the traditional day program at Anderson College unless they have completed all requirements for the Bachelor of Science Degree in Early Childhood/Elementary Education.

General Education Requirements (56 hours)

Required Core Education Courses (59 hours)

Elective Courses (13 hours)

Requirements for Minors:

Course requirements for the **Minor in Art**: ART 105, 106; two courses chosen from ART 221, 241, 242, 243, 251, 252, 261, 262, 264, 362, 363, 271, 321 or 371; one course chosen from ART 321, 323, 341, 342, or 351; one course chosen from ART 231, 232, or 331. Total semester hours: 18

Courses required for a **Minor in Business**: ACC 201, 202, CS 120, ECO 200, MGT 341, MKT 331. Total semester hours: 18

Course requirements for the **Minor in Chemistry**: CHE 111, CHE 112, CHE 201, CHE 202, CHE 203, CHE 310. Total semester hours: 22

Course requirements for a **Minor in Christian Ministries**: REL 151, 152, 201, 203, 251, 290, 350, 390, 491, and any one REL 300/400 elective. Total semester hours: 18

Course requirements for the **Minor in English**: Two courses from ENG 200 level; four courses chosen from ENG 300/400 level. Total semester hours: 18

Courses required for the **Minor in Exercise Science**: BIO 201, KIN 301, 340, 365, and two additional courses chosen from KIN 260 and 300/400 level KIN courses. Total semester hours: 19

Course requirements for a **Minor in History**: Three courses chosen from HIS 111, 112, 201, or 202; three courses chosen from HIS 300/400 level representing any two areas — American, European, or World History. Total semester hours: 18. History minors who take advantage of the Study Abroad Program may credit a maximum of six semester hours of history courses taken at a foreign institution toward meeting the requirements of a B.A. degree from Anderson College. History minors in the Study Abroad Program must take at least one 300/400 level course at Anderson College; upper level classes must be chosen from at least two of the three required areas of European, America, and world/non-Western history at Anderson College.

Course requirements for the **Minor in Mathematics**: MAT 140, 160, 190, and 215; two courses chosen from: MAT 240, 270, 340, 380, 390, or 420. Total hours: 20-21

Course requirements for a **Minor in Media Studies**: COM 101, 211, 301, 402, 403; and one course from COM 111, 251. Total semester hours: 18

Course requirements for the **Minor in Music**: MUS 101 and 210; 2 SH of applied music (same instrument); 4 SH of primary ensemble (MUS 122, 125, 127, and 128); 6 SH chosen from MUS 103, 105, 201, 203, 205, 206, 320, 321, 324, 370, 371 or 410 (at least one course in this group must be from the 300/400 level); four semesters of MUS 090. Total semester hours: 18

Course requirements for the **Minor in Psychology**: PSY 101, 201, 205, and four additional PSY electives. Total semester hours: 19

Course requirements for a **Minor in Public Relations**: COM 111, 320, 321, ENG 301; one course from ENG 332, 431; and one course from MKT 321, COM 495. Total semester hours: 18

Course requirements for a **Minor in Religion**: REL 201 and 203; five courses chosen from REL 300/400 level — excluding REL 490. Christian Ministries majors may not receive this minor. Total semester hours: 19

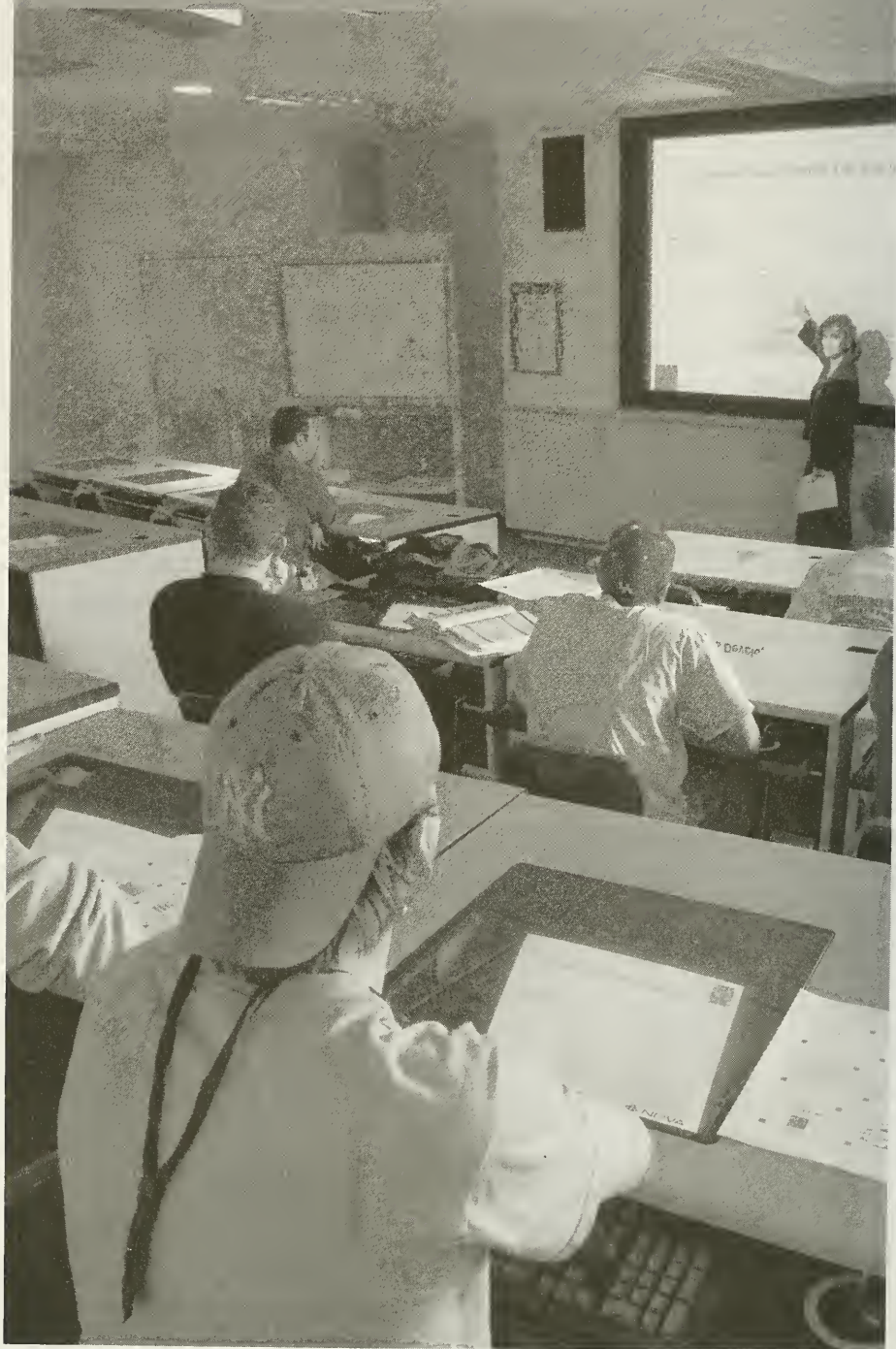
Courses required for the **Minor in Spanish**: SPA 305; five courses chosen from SPA 201 and above — excluding SPA 310 and 410. Total semester hours: 18

Course requirements for the **Minor in Theatre**: 9-12 hours chosen from THE 101, 120, 130, 201, 212, 301; 6-9 hours chosen from THE 210, 220, 222, or 340. Total semester hours: 18

Course requirements for a **Minor in Writing**: ENG 301, 322; two courses from ENG 315, 316, 415, 416; and two courses from COM 111, 311, ENG 431, 490. Total semester hours: 18



Courses of Study



Accounting (ACC)

Professor Davis; Associate Professor Anderson

201. Principles of Accounting 1 (3)

Topics include the accounting cycle, accounting for service and merchandising enterprises, preparation and use of financial statements, receivables and payables, deferrals and accruals, plant assets, and accounting systems. Prerequisites: Sophomore standing or permission of the instructor. (Fall and spring)

202. Principles of Accounting 2 (3)

Continuation of ACC 201; topics include accounting principles, partnerships and corporations, control accounting, decision making, managerial accounting, and financial statement analysis. Prerequisite: ACC 201. (Fall and spring)

305. Cost Accounting (3)

Cost accounting for production management; topics include cost systems for internal control, standard cost, inventory planning and control, capital budgeting, and relationship between cost accounting and other quantitative areas. Prerequisite: ACC 301. (Fall)

310. Intermediate Accounting 1 (3)

Study of financial accounting theory and practice related to generally accepted accounting principles; emphasis on the balance sheet and the income statement. Lab required. Prerequisites: ACC 201, 202. (Fall)

311. Intermediate Accounting 2 (3)

Continuation of ACC 310; topics include liability section of the balance sheet relative to generally accepted accounting principles, preparation and analysis of the statement of cash flow, income determination, inter-period tax allocation, and special issues such as pensions and leases. Lab required. Prerequisite: ACC 310. (Spring)

330. Introduction to Taxation (3)

Introduction to concepts and methods of determining tax liability of individuals, corporations, partnerships, and estates; emphasizes existing federal and state laws and points encountered by the typical business. Prerequisites: ACC 202 or two MGT classes (Fall)

401. Auditing (3)

Study of the installation, use, and effect of internal control systems; topics include ethics, legal liability, the audit of electronic data processing systems, the audit application of statistical sampling, the reporting function of the independent auditor, and internal auditing. Prerequisites: ACC 311, MGT 452. (Spring)

410. Accounting Information Systems (3)

Study of the skills, tools, and procedures needed properly to evaluate Electronic Data Processing controls; topics include the accounting, ethical, and legal considerations that should be integrated into the design of business accounting and auditing systems. Prerequisites: ACC 301, ACC 310, CIS 452. (Spring)

435. Advanced Accounting (3)

Specialized aspects of financial accounting, including business combinations, reorganizations and liquidations, emerging practices and developments in financial accounting, and accounting and reporting practices for governmental and not-for-profit entities. Prerequisite: ACC 311 (Spring)

492. Current Topics in Accounting (3)

Examination of various topics related to current research and issues regarding accounting. Prerequisites: Senior standing and permission of the instructor.

Aerospace Studies (AS)

Taught by AFROTC faculty at Clemson University.

109. Air Force Today I (2)

Study of Air Force in the contemporary world, including strategic offensive and defensive structure, general purpose, and aerospace support; leadership laboratory activities include drill fundamentals, customs, and courtesies of the service.

110. Air Force Today II (2)

Continuation of AS 109; leadership laboratory includes drill, ceremonies, and introduction to career opportunities.

209. Development of Air Power I (2)

Study of the development of air power from balloons and dirigibles through the peaceful employment of U.S. air power in relief missions and civic action programs in the late 1960s and also the air war in Southeast Asia; leadership laboratory provides experience in guiding, directing, and controlling an Air Force unit.

210. Development of Air Power II (2)

Continuation of AS 209.

309. Air Force Leadership and Management I (4)

Study of individual motivational and behavioral processes, leadership, communication, and group dynamics to provide a foundation for development of the officer's professional skills.

310. Air Force Leadership and Management II (4)

Continuation of AS 309; study of basic managerial processes involving decision making, utilization of analytical aids in planning, organizing, and controlling environment, including case studies.

409. National Security Policy I (4)

Analysis of the role and function of the military officer in a democratic society and the relationships involved in civil-military interactions.

410. National Security Policy II (4)

Continuation of AS 409; examines the environmental context in which U.S. defense policy is formulated and implemented, with emphasis on initial commissioned service and military justice.

Anderson College Experience (ACE)

Taught by various faculty and staff.

101. Anderson College Experience (1)

Designed for students entering higher education for the first time seeking exposure to learning experiences, personnel and support services that will assist in developing college survival skills; topics include study skills, communication skills, career awareness, interpersonal relationships, library usage and personal issues that face many college students.

102. Career Development (1)

Examination of self, occupational information, and environmental factors affecting development of individual career paths; topics include relationship of academic majors to career fields; understanding of personal interests, values, skills, and characteristics; decision-making strategies and job search skills; career theories and the nature of work.

Anthropology (ANT)

101. General Anthropology (3)

Study of existing cultures and human behavior; analysis of cultural comparisons about social institutions in various societies, from early preliterate to modern non-Western and Western societies.

Art (ART)

Professors S. Wooten, Kaniaris, Mitchell-Rogers; Associate Professor Martin; Assistant Professor N. Cox;
Instructors Dorn, Whitlock

- 105. Foundations I** (3)6*
Initial offering of two-semester integrated studies sequence for freshman art majors; prepares student for work at the upper levels in art and design; provides experiences addressing the four major course goals (communication, formal exploration, visual problem solving, and exploration of tools). (Fall)
- 106. Foundations II** (3)6*
Continuation of topics/experiences in 105. (Spring)
- 113. Foundations Color and Composition** (3)6*
Exploration of color systems and applications through research and experimentation; consideration given to color perception and interaction, psychology of color, theories of color relationship, and color applications within 2D and 3D design. Prerequisite: ART 111. (Fall)
- 151. Drafting & Presentation Methods** (3)4*
Study of fundamental elements related to developing drafting skill emphasizing the application and use of instruments in lettering, dimensioning, and working drawings for the interior designer; topics include floor plans, interior elevations, details, sections, electrical plans, and building schedules to enhance technical drawing skills. Prerequisite: ART 251.
- 195, 295, 395. Art Practicum** (1)
Experiential learning in a work setting under supervision of an art faculty member. May be repeated.
- 210. Studio Art for the Non-Major** (3)
Provides opportunities to create art, experience the way artists think, and enrich one's understanding of the visual arts. (Summer)
- 211. Art Appreciation** (3)
Introduction to the forms and processes of visual art; emphasis on understanding and appreciation of the role of the artist and the creative process; includes responses to a wide variety of art forms from a diverse range of times and cultures.
- 221. Graphic Design 1** (3)6*
Introduction to graphic design with a focus on the role of the designer and the potential for communication through visual images. Prerequisites: ART 111 and ART 112.
- 227. Introduction to Desktop Publishing** (1)
Overview of major concepts and tools used in desktop publishing software like Quark XPress. Prerequisites: Art 111 and Art 112.
- 228. Introduction to Drawing Programs on Computers** (1)
Overview of major concepts and tools used in drawing on the computer using drawing software like Adobe Illustrator. Prerequisites: Art 111 and Art 112.
- 229. Introduction to Digital Images** (1)
Overview of major concepts and tools used in image manipulation software like Adobe Photoshop. Prerequisites: Art 111 and Art 112.
- 231. Art History Survey 1** (3)
Study of major art styles from prehistory to the Renaissance; includes major cultural influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. (Fall)
- 232. Art History Survey 2** (3)
Study of major styles from the Renaissance to the present; includes major cultural influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. (Spring)

241. Painting 1**(3)6***

Introduction to traditional fundamental methods of oil painting, including the historic methods of recording ideas as they relate to technique, vocabulary, and expression. Prerequisites: ART 112. Co-requisite/Prerequisite: ART 113. (Fall)

242. Drawing 1**(3)6***

Emphasis placed on the study of the human figure – scientifically, in terms of its structure and anatomy; artistically in terms of its potential expressively, conceptually, and compositionally; employs a variety of media and techniques. Prerequisites: ART 111, ART 112, and ART 113.

243. Printmaking I**(3)6***

Introduction to the history and methods of creating multiple reproductions of an image; exploration of basic printmaking materials and techniques focusing on the following processes: relief, intaglio, callograph, and monoprint. Prerequisites: ART 111 and ART 112.

251. Fundamentals of Interior Design**(3)6***

Introduction to the application of design theory and technique with emphasis on interior design through abstract and applied projects; topics include the design process, spatial and functional analysis and design, applied human factors, behavior and perception, as well as the selection of materials and furnishings. Prerequisites: ART 111 and ART 112. Co-requisite: ART 113.

253. Residential Interior Design**(3)6***

Analysis and organization of components, materials, and space relative to human scale and habitability; influence of architecture, function, and economics on the design of interior environment, with emphasis on the design process for client presentation including plans, specifications, graphics, lighting design, furnishings and material samples. Prerequisite: ART 251.

254. Textiles**(3)**

Study of characteristic manufacturing processes and properties that affect selection and use of textiles and non-textiles, including fundamental weaves and finishes with emphasis on factors pertaining to quality and performance. Prerequisites: ART 111, ART 112, ART 113, ART 251.

261. Sculpture 1**(3)6***

Introduction to the history and processes for creating 3D images in the visual arts, including traditional and non-traditional methods. Prerequisites: ART 111 and ART 112.

262. Ceramics 1**(3)6***

Introduction to the historical, contemporary and craft traditions of working with clay as an art form. Prerequisites: ART 111 and ART 112.

264. Ceramics 2: Wheelthrowing**(3)**

Introduction to historical, contemporary, and craft traditions of working with pottery as an art form.

271. Photography 1**(3)6***

Introduction to the development of basic photographic skills in black and white emphasizing visual communication, personal expression, and the use of basic design elements and creativity. Prerequisite: ART 111.

281. Foundations of Art Education**(3)**

Introduction to historical, philosophical, psychological, and theoretical assumptions which underlie the field; topics include history of art education and the role of art in education today; prominent theories of cognitive and artistic development from infancy through adolescence; stages of development in children's art; current learning theory; and the fundamentals of curriculum theory and design.

321. Typography**(3)6***

Study of expressive and technical requirements of working with the letterform; topics include calligraphy, type composition systems, type spacing, recognition of type categories, copy fitting, type specification, and the expressive capabilities of particular typefaces in particular applications. Prerequisite: ART 221.

- 322. Production for the Graphic Designer** (3)4*
Survey of photomechanical processes and techniques in the modern print industry. Prerequisite: ART 221.
- 323. Graphic Design 2** (3)6*
Study of graphic design in advertising and corporate design applications. Prerequisite: ART 321.
- 331. Modern Art History** (3)
Study of the sequence of major art styles from the mid-nineteenth century to the present; topics include cultural and technical influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. Prerequisite: ART 232 or permission of the instructor.
- 341. Painting 2** (3)6*
Continuation of Painting 1 with oil and synthetic media; experiences increase knowledge of technical procedures with assignments encouraging personal exploration. Prerequisite: ART 241.
- 342. Drawing 2** (3)6*
A problem solving course, designed to expand experience with the medium of drawing, to promote experimentation with materials and techniques, and to encourage the development of personal solutions and imagery. Prerequisite: ART 242.
- 351. History of Interiors and Furnishings** (3)
Study of historic interior architecture, decoration, and decorative arts within their cultural context. Emphasis on major design characteristics, period styles, and motifs of the ancient world to the present with consideration given to designers and relationships among styles. Prerequisites: ART 151, 251, and 253.
- 352. Interior Materials & Finishes** (3)6*
Introduction to the various media and techniques used in presenting materials and finishes for client interpretation such as planning and constructing professional presentation boards and interior rendering techniques for effective communication of design solutions. Prerequisites: ART 253.
- 353. Architectural Materials & Details** (3)4*
Study of exterior and interior architectural materials and construction; topics include contemporary materials, structural elements, environmental control, and other mechanical systems of interior architecture. Prerequisites: ART 352.
- 354. Computer Aided Design for Interiors** (3)
Introduction to computer-assisted design and drafting for 2D and 3D illustrations with emphasis on interior design applications like architectural working drawings, elevations, perspectives, and details. Prerequisites: ART 111, ART 112, ART 113, ART 151, and ART 251.
- 359. Study Tour in Interior Design** (3)
Study of art, antiques, architecture, decorative accessories, textiles, interior design and interior merchandising in New York City; experiences include lectures by recognized leaders in the field, seminars in design centers and showrooms, manufacturers, advertising agencies, interior publishers, color forecasting consultants, and field trips to furniture and textile manufacturers, and designers' showrooms as well as museums.
- 362. Ceramics 3** (3)
Further exploration of historical, contemporary, and craft traditions of creating wheelthrown and handbuilt ceramic structures and vessels; focus on refinement of skills and the development of a personal style.
- 363. Sculpture 2** (3)
Further exploration of aesthetic and technical issues of sculptural processes; focus on refinement of skills, further knowledge of contemporary and historical issues, and in-depth exploration of materials.
- 371. Photography II** (3)
Knowledge and skills in advanced camera and darkroom operations and aesthetic expression, using black and white and color processes. Prerequisite: ART 271.

382. Elementary Art Methods**(3)4***

Introduction to instructional methods, materials, and assessment techniques suitable for use with elementary students; topics include instructional methods and skill development through application of a variety of media and techniques; promotion of aesthetic awareness and creativity; classroom management and safety; relationships with other disciplines; and criteria for student assessment. Prerequisite: Admission to the Teacher Education Program.

384. Secondary Art Methods**(3)4***

Introduction to instructional methods, materials, and assessment techniques suitable for use with secondary students, including special attention to middle school students as well; topics include experimentation with a variety of materials and techniques, skill development in productive thinking, problem solving, planning, motivation techniques, instructional methods for diverse populations, classroom management and safety, and assessment. Prerequisite: Admission to the Teacher Education Program.

421. Graphic Design 3**(3)6***

Study of graphic design in editorial and publication design applications. Prerequisite: ART 322 or 323.

441. Painting 3**(3)6***

Advanced study of traditional and non-traditional approaches in current theory and practice. Prerequisite: ART 341.

451. Business Principles in the Professional Practice of Interior Design**(3)**

Investigation of business, legal, and ethical aspects of professional practice in interior design. Prerequisites: ART 353.

452. Contract Design**(3)6***

Design and space planning of interiors for commercial and institutional environments and/or historic preservation. Prerequisites: ART 451.

481. Senior Seminar in Art Education**(1)**

Examination of current trends and issues in art education; topics may include new technologies and research in the field; interpersonal and advocacy skills; relevant ethical questions and issues; art education for exceptional populations; and vocational opportunities in art therapy, museum education, and community and/or adult education.

490. Senior Seminar in Design**(2)**

Examination of topics related to ethical concerns; includes portfolio and resume development, preparation for the work force, and conducting research and sharing the results with the class. Prerequisite: Senior standing in art.

491. Senior Seminar in Studio**(1)**

Examination of topics related to ethical concerns; includes portfolio and resume development, preparation for the workforce and/or graduate studies, and conducting research and sharing the results with the class. Prerequisite: Senior standing in Art.

492. Senior Project**(3-9)6-18***

Contract study for art majors in the senior year under faculty supervision; culminates in the presentation of a senior exhibition. Prerequisite: Senior standing and appropriate faculty approval.

495. Internship**(3-6)**

Experiential learning during placement in an appropriate work setting under supervision of agency and faculty serving as the advisor. Prerequisite: Senior standing and faculty approval.

499. Directed Study**(3) or (3)6***

Advanced study in either a studio area or art history under the supervision of a faculty member. Prerequisite: Introductory level course in the discipline to be studied and faculty permission.

**The asterisk following the number for course credits indicates that this is a studio course. In studio courses, students are required to attend class sessions double the number of hours for which credit is received. The actual period of time in class per week is indicated by the number in parenthesis.*

Astronomy (AST)

Associate Professor Fries

101. Solar System Astronomy (4)

Study of the solar system; planets, moons, comets, asteroids, light, telescopes, gravitation.

Lab meets at night. (Fall)

102. Stellar Astronomy (4)

Study of the sun and stars beyond the solar system; stellar associations, galaxies, interstellar material. Lab meets at night. (Spring)

Biology (BIO)

Professor Kozel; Associate Professors Clants, Gray, Pryor; Assistant Professor Ivankovic

101. General Biology – Botany (4)

Fundamentals of biomolecules, cell biology, metabolism, genetics, molecular biology, and plant biology with emphasis on their relationship to humans; designed for non-Biology majors. Lab required. (Fall, Spring)

102. General Biology – Zoology (4)

Fundamentals of anatomy, physiology, ecology, and animal biology with emphasis on their relationship to humans; designed for non-Biology majors. Lab required. (Fall, Spring)

110. Principles of Biology 1 (4)

Designed for biology and pre-professional majors; introduction to modern biology integrating lecture and laboratory and incorporating experimental and quantitative approaches. Topics covered include macromolecules, cell structure and function; cell interactions and metabolism; classical and modern genetics; and biotechnology. Prerequisite: MAT 101 or permission of instructor. CHE 111 is suggested as a co-requisite. (Fall)

111. Principles of Biology 2 (4)

Continuation of BIO 110 with emphasis on organisms as functional units; topics include biological diversity; phylogeny; reproduction and development; plant and animal morphology and physiology; behavior; and ecology. Prerequisite: BIO 110 or permission of instructor. (Spring)

150. Human Biology (4)

Introduction to principles of modern biology using humans as the model system; topics include human anatomy, physiology, genetics, nutrition, and disease. Laboratory included. Will not count for credit toward the major in Biology. No prerequisite. (Fall, Spring)

200. Introduction to Environmental Science (3)

Study of human relationships with the environment; topics include genesis and development of contemporary environmental thinking; physical, chemical, and biological principles related to the environment; environmental economics and ethics; and a survey of current environmental problems. Prerequisites: None. (Fall, Spring)

201. Human Anatomy and Physiology 1 (4)

Study of the anatomy and physiology of humans; topics include cell physiology and biochemistry; metabolism; tissue types; the skeleto-muscular, cardiovascular, lymphatic, and respiratory systems. Lab includes dissection of the cat and a sheep heart. Prerequisite: BIO 150 or equivalent. (Fall)

202. Human Anatomy and Physiology 2 (4)

Continuation of BIO 201 with emphasis on the nervous, somatic and special senses, endocrine, digestive, reproductive, and urinary systems; additional topics include the study of nutrition, human growth and development, genetics, and electrolyte balance. Lab includes dissection of sheep brain and eye. Prerequisite: BIO 150 or equivalent. (Spring)

240. Economic Botany (3)

Study of plants with emphasis on them as sources of food, drink, spices, medicines, clothing, raw materials for industry, energy, poisons, and allergens.

280. Introduction to Marine Biology

(3)

Introduction to marine ecosystems including their physical, chemical, geologic, and biotic components. Human impacts on, and resources extracted from, the marine environment are also examined. Prerequisite: One year of biology with a grade of "C" or better.

281. Marine Biology Laboratory

(1)

Laboratory experience at a marine field station. Co-requisite: BIO 280, Introduction to Marine Biology.

300. Cellular Biology

(4)

Introduction to the biology of prokaryotic and eukaryotic cells, including their morphology, biochemistry, ecology and genetics. Laboratory exercises focus on cell morphology, biochemistry and current techniques. Prerequisites: BIO 111; MAT 107; CHE 112. (Fall)

305. Comparative Anatomy and Vertebrate Development

(4)

Phylogenetic and comparative aspects of macroscopic structure and development of vertebrates. Laboratory dissections include dogfish, neotoma, a representative bird and mammal. Prerequisite: BIO 111 or permission of instructor.

310. Genetics

(4)

Study of traditional Mendelian and molecular genetics. Topics include Mendelian patterns of inheritance, transmission genetics, chromosome structure and function, mutation, population genetics, structure, function and control of genes and, recombinant DNA. Laboratory will include directed and independent projects. Prerequisites: BIO 111; MAT 107; CHE 112. (Spring)

320. Ecology

(4)

Principles underlying the distribution and abundance of organisms. Laboratory exercises include the use of ecological modeling and field work where appropriate. Prerequisites: BIO 111; MAT 107; CHE 112. (Fall)

330. Microbiology

(4)

Study of the morphology, biochemistry, physiology, pathogenicity and ecology of microorganisms with particular emphasis on the bacteria. Laboratory exercises include isolation and identification of bacteria using standard procedures. Prerequisites: BIO 300; MAT 107; CHE 112.

340. Immunology

(4)

Principles of immunology with a focus on the vertebrates; topics include gross and microanatomy of organs and tissues, ultrastructure of immune system cells; biochemistry; development and regulation of the immune response. Laboratory exercises introduce the techniques of modern immunology. Prerequisites: BIO 300, MAT 107, CHE 112.

360. Plant Diversity

(4)

Introduction to the structure, function and life history of fungi, nonvascular and vascular plants. Laboratory activities emphasize comparisons between taxa and the unique characteristics of the major groups. Prerequisite: BIO 111.

370. Invertebrate Zoology

(4)

Taxonomy; ecology; morphology and physiology of the invertebrate phyla. Laboratory exercises emphasize taxonomy and morphology, and include field trips, collection and preservation techniques. Prerequisite: BIO 111, MAT 107, CHE 112.

380. Field Botany

(4)

Study of local plants in their natural environment with emphasis on the vascular plants. Includes field trips, collections, identification and preservation of plant materials. Prerequisite: BIO 111.

400. Animal Physiology

(4)

Comparative study of function in the kingdoms Protista and Animalia; topics include food processing and nutrient allocation, circulation and respiration, excretion, communication via hormones and nervous transmission, reproduction, locomotion and support. Laboratory included. Prerequisites: BIO 300, CHE 202.

410. Molecular Biology (4)

Detailed study of the structure and function of DNA, protein synthesis, gene expression and regulation and the manipulation of these molecules and processes through the techniques of biotechnology. Lab exercises emphasize the fundamental techniques of genetic engineering and biotechnology. Prerequisites: BIO 300, CHE 202.

430. Field Biology (4)

Detailed study of the habitats, taxonomy and natural history of local flora and fauna, with emphasis on field marking, collection and identification. Prerequisite: BIO 320.

440. Parasitology (4)

Introduction to the eukaryotic animal parasites, including their phylogeny, morphology, ultra-structure, physiology, life history, ecology, medical and veterinary importance; laboratory emphasis on macro- and microscopic anatomy, standard identification techniques and the preparation of reference slides. Prerequisites: BIO 300, CHE 202.

450. Research (3)

Capstone course integrating knowledge and skills from previous course work in the design and execution of an appropriately scaled research project; or review paper that includes a research proposal; a short oral presentation to faculty and peers is required. Fall semester of senior year (may be continued to following spring semester if necessary).

Business (BUS)

Taught by faculty in management, economics, and accounting.

220. Personal Financial Planning (3)

Introduction to personal financial management; topics include requisite financial records, personal financial planning, investments, insurance, home ownership, interest rates, borrowing, tax preparation, and recent consumer legislation. (Spring)

301. Business Communications (3)

Introduction to business communications with extensive practice in different types of business writing and speaking, focusing on the more common types of communication, such as letters, memos, interviews, and shorter reports. (Same as ENG 301) Prerequisites: ENG 101, 102. (Fall and spring)

351. Legal Environment of Business (3)

Study of law and society, government and business, contracts, agency and employment, according to the Uniform Commercial Code. (Spring)

401. International Business (3)

Introduction to the nature and importance of international business, the international monetary system, and forces within the foreign environments and their effect on business practices are included; trends of international companies are studied. Prerequisites: MGT 341 and MKT 331. (Spring)

410. Entrepreneurship (3)

Study of logistics and problems associated with developing a business plan, launching a new business and managing that business. Prerequisites: CS 120, one ACC course, one ECO course, MKT 331, MGT 341.

490. Senior Seminar in Business (3)

Application of economic, accounting, marketing, and management theories and ethical principles to solve current business problems; methods include group and individual learning activities to develop successful strategy and analysis techniques. Prerequisite: Final semester business senior and permission of instructor. (Fall and spring)

492. Current Topics in Business Management (3)

Examination of various topics related to current research and issues regarding business management. Prerequisites: Senior standing and permission of the instructor.

495. Business Internship (3)

Supervised experiential learning and research in various areas of business are combined for aiding the transition to the workplace. Prerequisites: Business senior and permission of Division Head of Business. (Fall)

Chemistry (CHE)

Professor Abramovitch

101. Chemistry in Context (4)

Designed for non-science majors; study of the basic chemistry related to important current societal issues such as the ozone layer; global warming; energy; acid rain; nuclear fission; polymers; drugs; and nutrition. Lab required. (Fall, Spring)

111. General Chemistry 1 (5)

Fundamental concepts of modern chemistry; topics include properties of the gas, liquid and solid states; atomic structure; chemical bonding; the periodic table; properties of elements and compounds; chemical formulas, nomenclature and equations; thermo-chemistry and solutions. Laboratory introduces quantitative analysis. Students registering for CHE 111 must attend Recitation. Prerequisite: Completion of MAT 101 with a grade of C or higher, or permission of instructor. (Fall)

112. General Chemistry 2 (5)

Continuation of Chemistry 111; topics include: chemical equilibria; acid-base theory; chemical kinetics; electrochemistry; nuclear chemistry; descriptive inorganic chemistry and an introduction to organic and biochemistry. Laboratory includes qualitative inorganic analysis. Prerequisite: CHE 111. (Spring)

201. Organic Chemistry 1 (3)

Fundamental concepts of organic chemistry; topics include chemical bonding; alkanes, including coal and petroleum; alcohols; alkyl halides; alkenes; stereochemistry; nucleophilic aliphatic substitution; alkynes; arenes and electrophilic aromatic substitution. Co-requisite: CHE 203. Prerequisite: CHE 112. (Fall)

202. Organic Chemistry 2 (3)

Continuation of Chemistry 201; topics include: spectroscopy; organometallic compounds; alcohols; diols; thiols; ethers; epoxides; sulfides; aldehydes; ketones; enols; enolates; enamines; carboxylic acids and their derivatives; amines; carbohydrates and natural products. Co-requisite: CHE 204. Prerequisite: CHE 201. (Spring)

203. Organic Chemistry Lab 1 (2)

Laboratory for CHE 201; introduction to organic chemistry techniques. (Fall)

204. Organic Chemistry Lab 2 (2)

Laboratory for CHE 202; introduction to qualitative organic analysis and synthesis. Prerequisite: CHE 203. (Spring)

210. Survey of Organic and Biochemistry (4)

Introduction to life processes at the molecular level; topics include structure, nomenclature, reactions, stereoisomerism, and the various classes of organic compounds, structure and function of biological molecules, metabolism and bioenergetics, biosynthesis, and genetics. Laboratory examines structure, synthesis, reactions, and isolation of organic and biological compounds. Prerequisite: CHE 112.

301. Biochemistry (3)

Study of structure, properties, and function of biomolecules, and of cell chemistry. Topics include: structure and function of major components of the cell; energetics and metabolism; carbohydrates, lipids, and compounds of nitrogen; and workings of the genetic code. Prerequisites: BIO 300; CHE 202.

310. Instrumental Analysis (4)

Fundamental principles and practices of modern instrumental analysis, including specific aspects of UV, visible, and infrared spectroscopy, NMR, gas and liquid chromatography, and electrophoretic separations. Prerequisite: CHE 202.

Communication (COM)

Professor Cox; Assistant Professor Duncan

101. Media and Society (3)

Explores the role and function of mass media in our society, and how social, economic and political forces shape the media and its messages. How does it affect us? How do we affect the media? (Fall)

111. Introduction to Newswriting (3)

Study of the common elements of print news and research skills for newsgathering; experience in interviewing, covering speeches and meetings, and gathering information for news stories. (Fall, offered in alternate years)

200, 300. Media Lab (1)

Supervised work on campus media productions. May be repeated for elective credit.

201. Interpersonal Communication (3)

Study of principles and skills necessary for initiating and maintaining relationships; includes dyad, small group discussion, and leadership styles.

211. History of Communication (3)

Study of significant personalities, movements and technologies shaping the development of the mass communications media. (Spring, offered in alternate years)

251. Television Production (3)

Introduction to broadcast writing, audio and digital video editing, and studio and field use of cameras. (Fall)

301. Media Law (3)

Review of the First Amendment and related current federal and state law as it applies to the media in areas such as libel, privacy, copyright, telecommunications and advertising. (Spring, offered in alternate years)

311. Feature Writing (3)

Analysis of content, style and structure of effective feature pieces for newspapers and magazines. Prerequisite: COM 111 or permission of instructor. (Fall, offered in alternate years)

315. Multimedia Communication (3)

Topics and skills in collecting and editing digital text, audio and video material to create a multimediated documentary for Internet distribution. (Spring)

320. Principles of Public Relations (3)

Introduction to the theory and practice of public relations. The course will review different kinds of publics, institutions, campaigns and career options in public relations. (Fall, offered in alternate years)

321. Public Relations Writing and Production (3)

A practical approach to public relations using case studies to prepare students to implement a comprehensive public relations campaign. Emphasis is placed on different forms of public relations writing. (Spring, offered in alternate years)

332. Advanced Composition and Grammar (3)

Study of expository, informative and personal writing, emphasizing development of clear thinking, organization and reasoning; extensive practice in writing, analyzing, evaluating representative essays, and the use and integration of outside sources. Same as ENG 332. Prerequisite: ENG 102.

342. Copyediting (3)

Principles of writing headlines, editing photographs, and planning newspaper, magazine and brochure layout. Prerequisites: COM 111 or permission of instructor. (Replaces Jou. 331). (Spring)

351. Advanced Television Production (3)

This course builds on skills developed in the Television Production class. Students will learn advanced production and writing techniques by producing a mini documentary and a related video advertising campaign. Prerequisite: COM 251.

402. Media Ethics (3)

Examines the roles and obligations of media in society to help students develop principled approaches to ethical dilemmas faced by media practitioners and audiences. The course will pay particular attention to developing a Christian critique and response to the mass media. (Spring, offered in alternate years)

403. Communication Theory (3)

Study of various theories regarding the communication process, with attention to both interpersonal and mass communication. Prerequisite: Junior and senior communication majors. (Spring, offered in alternate years)

492. Advanced Topics Seminar (3)

Topics studied will vary depending on instructor and student interests. Prerequisites: Junior standing, six hours of communication skills courses or permission of instructor. (Fall, offered in alternate years)

495. Internship (3)

Capstone experiential learning consisting of placement in one area of mass communications or public relations. Prerequisite: 15 semester hours of pertinent communication courses and permission of campus advisor.

Computer Information Systems (CIS)

Instructors Owens and Silver

210. Active Server Pages (3)

Fundamental knowledge and skills necessary in creating and maintaining active server pages addressing typical business needs. Prerequisites: CS 220.

310. Introduction to Database Management Systems (3)

Study of techniques for designing and developing a database to support a business and basic techniques for using and implementing systems using the client/server approach; practical experience includes a project involving object-oriented methodology during initial development phases, and a relational database during the implementation stage. Prerequisite: CS 102. (Fall)

320. Seminar in Electronic Commerce (3)

Study of Internet and Electronic Commerce concepts; topics include examination of business and technical issues in general, industry-specific, business-size-sensitive and local/global business contexts. Prerequisites: CS 102, MGT 341, and CIS 452.

410. Decision Support Systems and Computer Simulation in Business (3)

Introduction to decision support systems and related information required to facilitate planning, control and operations in an organization along with development of a problem-solving tool; topics include simulation concepts and software, modeling of systems, model validation, selection of input probability distributions, random variate generation, and statistical analysis of output data. Previous programming experience helpful, but not required. Prerequisite: CS 102 and MAT 203.

452. Management of Information Systems (3)

Introduction to the management aspects of information technology; topics include an introduction to the System Development Life Cycle; alternatives for hardware, software, data, personnel and procedures; operating systems; database management systems; and electronic commerce. Cases and current topics addressing the role and the usage of information technology are also used. Prerequisite: CS 120. (Spring)

- 490. Information System Analysis, Design, and Implementation** (3)
Study of organizational efforts to analyze, design, and implement information systems; topics include design of computer-based solutions to individual and organizational problems; analysis of subsystems user interfaces, hardware/software selection and evaluation, and system implementation; and exploration of the interface between systems/individuals and systems/organizations. Prerequisites: CIS 310, 452. (Spring)

Computer Science (CS)

Instructors Owens and Silver

- 102. Computer Science 1** (4)
Introduction to programming concepts utilizing Visual Basic; topics include basic principles of user interface design and system design for organizational use. Laboratories build proficiency in programming logic, understanding of event and object orientation, and experience in user interface design. Prerequisite: MAT 101. 3 lecture hours/week and 2 lab hours/week. (Fall)
- 103. Computer Science 2** (4)
Continuation of CS102, emphasizing structured business application programming using Visual Basic; topics include database programming, programming with ActiveX controls, and other advanced features of the Visual Basic development environment. Prerequisite: CS 102. (Spring)
- 120. Introduction to Information Processing Systems** (3)
Introduction to basic microcomputer concepts and applications; emphasis on the utilization of information processing systems in business. Topics include word processing, spreadsheet creation, database development, presentation graphics, electronic mail, and Internet in the Windows environment. (Fall and spring)
- 220. HTML Programming** (3)
Development of Internet and intranet web sites to support business functions with emphasis on issues involved in designing and deploying this information technology; topics include HTML, DHTML, and Java programming. Prerequisite: CS 102.
- 330. Telecommunications and Networking** (4)
Introduction to network design and operations with emphasis on client/server PC networking; topics include data communications/telecommunication concepts, components, architecture, protocols, and standards for message movement within an information network. Special course fee \$50.00. Prerequisite: CS 102, MAT 113. (Fall)
- 492. Current Topics in Computer Science** (3)
Examination of various topics related to current research and issues regarding computer science and/or computer information systems. Prerequisites: CS 120, 102, and permission of the instructor.

Criminal Justice (CRJ)

Assistant Professor Ducworth

- 301. Research Methods in Criminal Justice** (3)
Principles and methods of research in criminal justice. Prerequisite: MAT 108.
- 310. Psychology and the Law** (3)
Study of psychological principles and techniques applied to the criminal justice field; topics include repressed memories, eyewitness testimony, scientific jury selection, insanity defense, and death-qualified juries. Prerequisite: PSY 101.
- 350. Judicial Systems and Practices** (3)
Critical analysis of the legal system with an emphasis in letting the student develop a practical understanding of the entire criminal justice system. This is a required CRJ course. Prerequisites: Required transfer courses in CRJ or PS 101 or permission of instructor.
- 400. Special Topics** (3)
Examines timely issues and developments in the field of criminal justice. It may be repeated for credit for different topics. This is a specified elective. Prerequisites: Required transfer courses in CRJ or permission of instructor.

420. Executive Criminal Justice**(3)**

Designed for elected sheriffs, police chiefs, or top assistants to provide training in personnel matters, budgeting, grant writing, and media relations. This is a specified elective. Prerequisites: Required transfer courses in CRJ or permission of instructor.

490. Senior Seminar in Criminal Justice**(3)**

Capstone course integrating knowledge and skills to address major issues in the criminal justice field. Prerequisite: Senior standing and permission of the instructor.

Directed Study

299/499. Any Department**(variable)**

Any course not in the catalog but offered in response to a special request by an individual or group; content may vary and dependent upon the interests and needs of the student and the instructor.

Economics (ECO)

Assistant Professor Jo

200. Economic Concepts**(3)**

Comprehensive study of micro- and macroeconomic topics for non-business majors. Cannot be taken if the student has previously completed ECO 201 or 202. (Fall)

211. Principles of Microeconomics**(3)**

Study of the economic decision making of firms and individuals in a market setting; topics include basic economic concepts, product markets, factor markets, and microeconomic issues. (Fall)

212. Principles of Macroeconomics**(3)**

Study of output, employment, income, and price in the economy; topics include basic economic concepts, macroeconomic issues, and international economics. Prerequisite: ECO 211. (Spring)

301. Money and Banking**(3)**

Study of the relation of money to prices, employment and business activity; topics include analysis of money and capital markets, interest rate determination, the Federal Reserve structure and monetary control, current policies and their impact on the future. Prerequisites: ECO 211 and 212. (Fall)

310. International Trade**(3)**

Study of the functioning of the international economy; topics include theoretical principles that govern international trade, empirical evidence of world trade patterns and policies in industrialized and developing nations, balance of payments, trade deficits and surpluses, and exchange rates. Prerequisite: ECO 211.

320. Labor Economics**(3)**

Study of the organization, functioning, and outcomes of labor markets; the decisions of prospective and present labor market participants; and the public policies which relate to the employment and payment of labor resources. Prerequisites: ECO 211, 212.

330. Economics of Government Regulation**(3)**

Study of the role of government in market economies; topics include process of taxation, financing government spending through the bond market, and behavior of politicians. Prerequisites: ECO 211.

340. Intermediate Microeconomics**(3)**

Analytical study of the basic concepts of value and distribution under alternative market conditions (free markets, monopoly, oligopoly and monopolistic competition). Prerequisites: ECO 211, 212 or permission of instructor. (Fall)

350. Intermediate Macroeconomics (3)

Analytical study of a society's aggregate production and the resulting problems of inflation and unemployment produced by business cycles. Statistics (GDP and the CPI) and theory will be included. Prerequisites: ECO 211, 212 or permission of instructor.

410. Business Regression Analysis (3)

Introduction to single equation least squares estimation and some elements of time series analysis; topics include ANOVA, autocorrelation, dummy variables, heteroscedasticity, and multicollinearity. Prerequisites: MAT 113, 114, and 203. (Spring)

492. Current Topics in Economics (3)

Examination of various topics related to current research and issues regarding economics. Prerequisites: Permission of the instructor.

Education (EDU)

Associate Professors Hawkins, Schiavi, Tribble, and C. Wooten; Assistant Professors Cahaly, McCuen, and Wilk; Instructor Hicks

101. Teacher Cadet (3)

Students enrolling in this course must have previously been accepted in the Teacher Cadet course at their respective high school and must have met the criteria for admission according to guidelines established by CERRA (Center for Educator Recruitment, Retention, and Advancement). This course is designed to introduce high school students to the role of the teacher and the teaching profession. Students receive 3 hours elective credit for this course.

111. Introduction to Education (3)

Introduction to the teaching profession; history and philosophy of education; organization and operation of schools and school districts; local, state, and federal roles in controlling and supporting education; and recent issues in United States education. Co-requisite: EDU 195.

195. Field Experience #1 (1)

Teacher candidates engage in teaching and learning in order to reconcile theory with practical experiences. Placement in actual school situations to reconcile college study with real-world occurrences. Co-requisite: EDU 111.

196. Teacher Cadet Credit (1)

Students completing a qualified South Carolina Teacher Cadet course (non-college credit) with a grade of "B" or better may receive one hour of credit for EDU 196 upon successful completion of EDU 195; must apply for credit through the Teacher Education office. A student may receive credit for EDU 196 or EDU 101 only.

201. The Young Child: Discipline, Growth and Development (3)

Study of growth and development from birth through eight years, including risk factors, developmental variations and patterns of specific disabilities, from cognitive, language and literacy, social/emotional, physical, and psychosexual perspectives. Field placement required. Prerequisite: PSY 101. (Fall)

206. Nature of the Exceptional Child (3)

Survey of atypical children including the gifted, with emphasis on nature, cause, and programmatic needs; other educational issues will be addressed. Field placement required.

220. Computers in Education (2)

Fundamental skills and strategies related to instructional technology and its applications to the classroom. Prerequisites: EDU 111 and 195 or permission of instructor.

251. Curriculum and Instruction for Secondary Education (3)

Introduction to basic concepts for secondary education lesson planning, learning objectives, instructional strategies commensurate with the state teacher evaluation model, applied methodology in the content areas, and the needs of a diverse population in the classroom; topics include examination of state standards, curriculum guides, and related materials. Field placement required. Prerequisites: EDU 111, 195, and C or better in 295.

- 260. Health and Physical Education for the Classroom Teacher** (3)
Study of foundations of health and physical education instruction relevant to the classroom teacher; topics include: mental and emotional well-being, nutrition, personal fitness, diseases, substance use/abuse, liability/safety issues, movement concepts, age-appropriate motor skill development, games and classroom activities, and integration. Field placement required.
- 275. Teaching Fellows** (.5)
Study of different leadership techniques and styles. Prerequisite: Admission to Teaching Fellows program.
- 295. Field Experience #2** (1)
Observation, lesson planning and delivery, and reflection on various instructional strategies under the supervision of a certified teacher; service learning projects will be completed with children and youth in an educational setting. Prerequisite: "C" or better in EDU 111 and EDU 195, and a declared Education major; Co-requisite: PSY 205.
- 321. Teaching Language Arts** (3)
Study of methods, materials, and activities for teaching language arts skills, including listening, reading, speaking, and writing. Field placement required.
(Spring only)
- 322. Literature for Children** (3)
Intensive study of literature for elementary students, including analysis, evaluation and review of selections from American, European, and non-Western cultures. Field placement required. Same as ENG 322. Prerequisite: ENG 101 and 102. (Spring only)
- 324. Literature for Young Adults** (3)
Intensive study of literature for middle and secondary students, including analysis, evaluation and review of selections from American, European and non-Western cultures. Prerequisites: ENG 101 and 102. Same as ENG 324. (Fall)
- 330. Visual and Performing Arts for the Classroom Teacher** (4)
Study of art, music, drama and dance for the classroom teacher. (Fall)
- 335. Methods and Materials for Teaching Social Studies** (3)
Survey of methods, materials and current research relating to the teaching of social studies in early childhood and elementary education classrooms. Field placement required. Prerequisite for Fall Block. (Spring)
- 350. The Young Child: Curriculum** (3)
Study of educational programs for young children with emphasis on history of early childhood education, current trends, and issues; topics include analysis of classroom design, selection of appropriate materials for young children, instructional planning, developmentally appropriate assessment, referral sources, modifications for children with disabilities, and parent/home relationships and communication.
- 355. Methods and Materials in Early Childhood Education** (3)
Study of developmentally appropriate instructional practices for young children in kindergarten and the primary grades; topics include literacy, math, science, social studies, health/safety, art, music, drama, movement, and appropriate accommodation strategies. Field placement required. Some teachers come back to take this course alone.
- 395B. Field Experience #3 in Music** (1)
Teacher candidates study comprehensive foundations in music education that include social, psychological, and philosophical perspectives. Prerequisites: EDU 195, 295.
- 405. Professional/Classroom Portfolios** (3)
Study, research and development of professional portfolios and a classroom portfolio plan. Prerequisites: Junior or Senior standing or a Teaching Certificate/License.

- 410. Classroom Management/Conflict Resolution** (3)
Study of techniques for effectively managing PK-12 classroom environments as well as conflict resolution; Early Childhood, Elementary, and Special Education majors will take this course in the fall and all other education majors will take this course in the spring. Co-requisite: EDU 443 for Early Childhood, Elementary and Special Education majors.
- 411. Educational Psychology** (3)
Study of the interrelationships of growth, development, and learning; topics include theories of physical and cognitive development, learning theories, methods and modes of teaching, testing and measurement, classroom management, and research.
- 421. Methods and Materials for Teaching Science** (3)
Study of skills and methods of the theory and practice of teaching science, with emphasis on the content and process of science and student-centered approaches to science, including discovery, inquiry, and experimentation. Co-requisite: EDU 443. (Fall)
- 435. Characteristics of the Learning Disabled** (3)
Study of the cognitive, social, and emotional characteristics of the learning disabled population. (Spring only)
- 436. Procedures for Teaching Learning Disabled** (3)
Study of instructional strategies used in teaching and evaluating students with learning disabilities in resource and self-contained classrooms as well as general education classrooms. Prerequisite: EDU 435 or permission of instructor. Co-requisite: EDU 443. (Fall)
- 440. Methods and Materials for Teaching Beginning Reading** (3)
The study of various methods and materials for teaching beginning reading and the design, implementation and evaluation of a comprehensive reading literacy program PK-Primary. Co-requisite: EDU 443. (Fall)
- 442. Methods and Materials for Teaching Transitional Reading** (3)
Study of teaching reading at the immediate level with an emphasis on study skills, critical thinking, problem solving, literature and assessment techniques. (Senior Fall Block)
- 443. Field Experience #3** (3)
Implementation of teaching strategies and assessment procedures for elementary, early childhood, and special education majors; supervision by college and school staff in a general education classroom. Admission to Teacher Education Program and senior standing required. Co-requisite: EDU 443. (Fall)
- 451. Methods and Materials for Secondary Teaching** (3)
Study of secondary schools, the student, and the teaching and learning process. Prerequisites: "C" or better in EDU 195, 251, 295, and junior standing. Field placement required. (Fall)
- 452. Content Reading in Secondary School** (3)
Study of practices, materials, and diagnostic tools useful in developing effective reading techniques in middle and secondary students. Prerequisites: Junior/senior standing; "C" or better in EDU 251. Field placement required.
- 460. Assessment and Instructional Decision Making for Learning Disabilities** (3)
Study of and experience in using assessment strategies for screening, placement, individualized educational planning, program evaluation, and monitoring student progress with learning disabilities. Field placement required. (Spring)
- 484/495. Field Experience #4: Directed Teaching in Special Education Learning Disabilities and Elementary** (12)
This course provides teacher candidates with 70 days to learn to teach under the guidance and direction of certified, experienced classroom teachers and College supervisors. Candidates will be placed in a split student teaching experience for two seven-week periods that will provide opportunities to incorporate theory with practice. Special course fee, \$108. May be repeated only by permission of the Director of Teacher Education and the Academic Dean.

494/495. Field Experience 4: Directed Teaching in Early Childhood and Elementary School

(12)

Placement in a split student teaching experience that provides opportunities to incorporate theory with practice under the direction of classroom teachers and college supervisors.

Prerequisites: "C" or better in all professional education courses and/or courses in the major. Special course fee \$108. Repeated only by permission of Director of Teacher Education and Academic Dean.

495. Field Experience 4: Directed Teaching in Elementary School

(12)

Placement in a student teaching experience that provides opportunities to incorporate theory with practice under the direction of classroom teachers and college supervisors. Prerequisites: "C" or better in all professional education courses and/or courses in the major. Special course fee \$108. Repeated only by permission of Director of Teacher Education and Academic Dean.

496. Directed Teaching in Secondary School

(12)

Placement in a student teaching experience that provides opportunities to incorporate theory with practice under the direction of classroom teachers and college supervisors. Prerequisites: "C" or better in all professional education courses and/or courses in the major. Special course fee \$108. Repeated only by permission of Director of Teacher Education and Academic Dean.

English (ENG)

Professors Cox, Haughey, M. Wooten; Associate Professors Hanley, Sprague, Trammell; Assistant Professor McKnight; Instructor Spann

097. English as a Second Language 1

(3)

Designed to help foreign speakers of English develop speaking, writing, and reading skills needed for successful study at Anderson College; credit does not count for graduation and course does not satisfy any requirement in English.

098. English as a Second Language 2

(3)

Continuation of ENG 097; credit does not count for graduation and course does not satisfy any requirement in English. Prerequisite: ENG 097 or consent of instructor.

100. Fundamentals of Composition

(3)

Instruction in grammar, punctuation, spelling, mechanics, and diction; designed to provide practice in writing paragraphs and short themes. Credit does not count toward graduation and course does not satisfy any requirement in English or in general education. (Fall)

101. English Composition 1

(3)

Essay writing, including reading and analysis of expository prose, synthesis and documentation of sources. Prerequisite: ENG 100 or placement. (Fall and spring)

102. English Composition 2

(3)

Development of key writing skills of summary, critique, and synthesis; production of essays in response to source material representing issues commonly studied throughout the curriculum. Prerequisite: ENG 101 or advanced placement. (Fall and spring)

201. British Literature 1

(3)

Survey of British literature, beginning with the Anglo-Saxon period and continuing through the Restoration and Eighteenth Century. Prerequisite: ENG 102 (Fall)

202. British Literature 2

(3)

Survey of British literature beginning with the Romantic period and continuing through the works of the Twentieth Century. Prerequisite: ENG 102. (Spring)

205. World Literature 1

(3)

Survey of major works of Western and non-Western literature from antiquity to seventeenth century. Prerequisites: ENG 102. (Fall)

- 206. World Literature 2** (3)
A survey of major works of Western and non-Western literature from seventeenth century to the present. Prerequisite: ENG 102. (Spring)
- 213. American Literature to 1865** (3)
Survey of American literature, beginning with the colonial period through 1865. Prerequisite: ENG 102. (Fall)
- 214. American Literature since 1865** (3)
Survey of American literature since the Civil War. Prerequisite: ENG 102. (Spring)
- 215. African-American Literature** (3)
Survey of African-American literature from 1750 to the present. Prerequisite: ENG 102.
- 301. Business Communications** (3)
Introduction to business communications with emphasis on business writing and speaking. Prerequisite: ENG 102. Same as BUS 301.
- 303. Topics in Literary Criticism and Research** (3)
Advanced study and application of literary criticism combined with research materials and methods. Prerequisites: ENG 102 and a sophomore literature survey. (Offered in alternate years)
- 315. Creative Writing: Poetry Workshop 1** (3)
Study and writing of poetry in a workshop setting; emphasis on traditional and modern poetic forms. Prerequisites: ENG 102 and a sophomore literature survey. (Fall)
- 316. Creative Writing: Fiction Workshop 1** (3)
Study and writing of short fiction in a workshop setting; emphasis on revision and the writing process. Prerequisites: ENG 102 and a sophomore literature survey. (Spring)
- 322. Literature for Children** (3)
Intensive study of children's literature; includes analysis, evaluation and review of selections from American, European, and non-Western cultures. Same as EDU 322. (Spring)
- 324. Literature for Young Adults** (3)
Intensive study of literature for young adults; includes analysis, evaluation and review of selections from American, European, and non-Western cultures. Prerequisite: ENG 102. Same as EDU 324. (Offered on alternate years)
- 332. Advanced Composition and Grammar** (3)
Study of expository, informative, and personal writing; includes emphases on developing clear thinking, organization, and reasoning and extensive practice in writing, analyzing, and evaluating representative essays. Same as COM 332. Prerequisite: ENG 102. (Spring)
- 352. Modern British Fiction** (3)
Study of selected prose (novel, short fiction, and essay) of the Modern Period. Prerequisites: ENG 102 and a sophomore literature survey. (Offered on alternate years)
- 360. Twentieth Century American Fiction** (3)
Study of the works of important American authors of the twentieth century. Prerequisites: ENG 102 and a sophomore literature survey. (Offered on alternate years)
- 361. Nineteenth Century American Literature** (3)
Study of American authors from 1820 to 1900. Prerequisites: ENG 102 and a sophomore literature survey. (Offered on alternate years)
- 375. Modern British and American Poetry** (3)
Study of modern English and American poetry and the origins, themes, and techniques which shape it. Prerequisites: ENG 102 and a sophomore literature survey. (Offered on alternate years)
- 401. History of the English Language** (3)
Study of the nature, structure, and varieties of the English language in vocabulary, grammar, pronunciation, and semantics. Prerequisites: ENG 102 and a sophomore literature survey. (Offered on alternate years)

- 411. Shakespeare** (3)
Study of selected Shakespearean sonnets, tragedies, comedies and history plays. Prerequisites: ENG 102 and a sophomore literature course. (Offered on alternate years)
- 415. Creative Writing: Poetry Workshop 2** (3)
Continuation of study and writing of poetry in a workshop setting; emphasis on traditional and modern poetic forms. Prerequisite: ENG 315. (Fall)
- 416. Creative Writing: Fiction Workshop 2** (3)
Continuation of study and writing of short fiction in a workshop setting; emphasis on revision and the writing process. Prerequisite: ENG 316. (Spring)
- 431. Techniques of Persuasive Writing** (3)
Study of theories of argument and persuasion; practice in persuasive writing. Prerequisite: ENG 102. (Offered on alternate years)
- 452. Studies in Romanticism** (3)
Study of selected poetry and prose of the Romantic Period. Prerequisites: ENG 102 and a sophomore literature survey. (Offered on alternate years)
- 453. Victorian Literature** (3)
Study of selected poetry, prose, and drama of the Victorian Period. Prerequisites: ENG 102 and a sophomore literature survey. (Offered on alternate years.)
- 462. Southern Literature** (3)
Survey of major American Southern literature including minority writers. Prerequisite: ENG 102 and a sophomore literature survey.
- 481. Topics in Literary Studies** (3)
Detailed study of a movement, period, or writer(s). May be repeated for credit once. Prerequisite: 200 level English course, and junior or senior standing.
- 490. Seminar in Writing** (3)
Intensive study of creative writing focusing on a well-defined project chosen in conjunction with the professor. Prerequisites: Senior standing and approval of the instructor. (Spring)
- 498. Senior Capstone Experience** (2)
Designed for senior English majors to take in their final year, this course helps majors prepare for and take the GRE, develops an ability to teach grammar and understand its nuances, fine tunes a sense of career placement and future plans, and further enhances research skills.

Finance (FIN)

Assistant Professor Jo

- 310. Financial Management I** (3)
Introduction to the management of a firm's financial resources; topics include analysis of financial statements and cash flows, financial markets and institutions, risk and return analysis using the capital asset pricing model, time value of money, stock and bond valuation, the cost of capital and an introduction to capital budgeting. Prerequisites: ECO 211 and 212, ACC 202, and MAT 203. (Fall)
- 311. Financial Management II** (3)
Continuation of FIN 310; topics include in-depth analysis of capital budgeting, strategic financing decisions such as capital structure, tactical financing decisions such as issuing securities and lease financing, working capital management, and special topics in derivatives, bankruptcy, mergers, and leveraged buy-outs. Prerequisite: FIN 310 or permission of instructor. (Spring)
- 320. Investment Analysis** (3)
Introduction to the essentials of investing; topics include taxonomy of investing terminology, risk and return, efficient diversification, capital asset pricing, the efficient market hypothesis, fixed income securities, macroeconomic and industry analysis, equity valuation, financial statement and technical analysis, along with futures and options markets. Prerequisite: FIN 310 or permission of instructor.

410. Basics of Options, Futures and Other Financial Derivatives (3)

Study of options, interest rate swaps, interest rate futures, stock index futures and foreign exchange futures from applied and theoretical perspectives. Prerequisite: FIN 311.

492. Current Topics in Finance (3)

Examination of various topics related to current research and issues regarding finance.

Prerequisites: Permission of the instructor.

Fine Arts (FA)**200. Experiencing the Arts (3)**

Examination of the products and creative processes of artists and performers in the fields of music, musical theatre, theatre, and visual art; common or similar processes, media, concepts, and terminology across disciplines will be explored, as well as the creative and experiential characteristics unique to each mode of creating. (Fall and Spring)

French (FRE)**Professor Jacks**

Students with one or more high school language credits may take the Foreign Language Placement Test during orientation with the option of being placed at a higher level. Upon completion of the higher level course with a grade of "C" or better, they will receive credit for the course bypassed.

Students with prior study in educational institutions in which French is the primary language are not allowed to receive credit for the elementary level of the native language. They should enroll in courses at the 300/400 level of the native language, or complete the 101-102 sequence of another language.

101. Elementary French 1 (3)

Introduction to pronunciation and structure patterns of simple French sentences; open only to students with little (one HS credit) or no previous study of French. (Fall)

102. Elementary French 2 (3)

Continuation of FRE 101; study of the basic sounds and structures of the French language. (Spring)

131. Elementary French in Review (5)

A one-semester study of the basics covered in FRE 101-102 for students who have had some previous study of the language. Prerequisite: Two or more credits of high school French with a grade of "C" or better or satisfactory score on the French Placement Test. Successful completion of this course will complete the two-semester general education foreign language requirement. A student may exempt this course, for credit, upon making a superior score on the French Placement Test and completing FRE 201 with a grade of "C" or better. (Spring)

201. Intermediate French 1 (3)

Study of many verb forms and grammatical structures; emphasis on varied, complex sentences. Prerequisite: FRE 102 or 131 or superior score on the French Placement Test. (Fall)

202. Intermediate French 2 (3)

Focus on conversation and reading; emphases on varied, complex sentences. Prerequisite: Credit for FRE 102 or 131 or superior score on the French Placement Test. (Spring)

301. Survey of French Literature (3)

Historical treatment of the main currents of French literature before 1800 with selected readings in each period. Prerequisite: FRE 202 or permission of instructor. (Offered on demand)

302. Survey of French Literature (3)

Historical treatment of the main currents of French literature from 1800, with selected readings in each period. (Offered on demand)

Geography (GEO)

102. World Geography

(3)

Study of physical and cultural factors influencing human activity.

History (HIS)

Professors Lassiter, J. Wood; Assistant Professor Reece

History majors who take advantage of the Study Abroad Program may credit a maximum of nine semester hours of history courses taken at a foreign institution toward meeting the requirements of a B.A. degree from Anderson College. History majors in the Study Abroad Program must take all of the required core courses (HIS 295, 496, and 497) and at least one 300/400 level course from each of the three required areas of European, America, and world/non-Western history at Anderson College.

111. Western Civilization 1

(3)

Social, political, cultural, economic, and religious movements in Western civilization from ancient times to the seventeenth century.

112. Western Civilization 2

(3)

Social, political, cultural, economic, and religious movements in Western civilization from the seventeenth century to the present.

201. United States History 1

(3)

Study of American political and social development from the colonial period through the Reconstruction Era.

202. United States History 2

(3)

Study of American political and social development from 1865 to the present.

210. Current History

(1)

Study of contemporary events using news media. May be repeated each semester for credit.

All 300/400-level history courses require the completion of HIS 295 or permission of instructor as prerequisites.

295. Introduction to Historical Interpretation, Research and Writing

(3)

Introduction to the discipline of history and development of skills to engage in historical research and writing. (Fall)

321. History of England to 1688

(3)

Survey of the political, social, economic and cultural development of England from its beginnings to the Glorious Revolution of 1688.

322. History of England Since 1688

(3)

Survey of the political, social, economic and cultural development of England from the Glorious Revolution to the present.

334. Medieval European Civilization

(3)

Interdisciplinary survey of medieval European civilization from its origins in late antiquity to the Renaissance; emphasis on cultural and institutional development of Latin Christendom and includes the influence of Byzantium and Islam on the West.

336. The Age of Reformation

(3)

Study of issues related to the birth and development of Protestant Christianity in sixteenth-century Europe.

360. Colonial and Revolutionary America

(3)

This course includes an examination of the founding period of American History including the exploration and settlement of the American colonies, the developments that led to the American Revolution, and the first years of independence.

- 361. Civil War and Reconstruction** (3)
This course includes an examination of the origins of the American Civil War, the political and military events of the war, and Reconstruction.
- 362. The Gilded Age and Progressive Era** (3)
This course includes an examination of the Gilded Age and Progressive Era, from the end of Reconstruction through the 1920s.
- 363. Modern American History: The Great Depression to the Present** (3)
This course includes an examination of American History from the Great Depression and the New Deal to the present.
- 382. The Non-Western World Since 1914** (3)
Survey of political, social, and economic trends in Asia, Africa and Latin America since 1914.
- 480. Shaping the Twentieth Century: Wars and Movements, 1914 To 1945** (3)
Study of major world movements and events shaping the period of the two world wars.
- 481. The Modern Middle East** (3)
Study of imperialism and nationalism, modernization and development, conflict and peace, and Islamic resurgence in contemporary Middle East culture.
- 490. Internship** (1)
Experiential learning in work environments under the supervision of faculty and professionals; may be repeated once for credit. Prerequisite: Senior standing.
- 496. Senior Seminar 1** (1)
Topic selection and proposal development for the research paper for HIS 497. Prerequisite: Senior standing. (Fall)
- 497. Senior Seminar 2** (3)
Capstone course; includes major research paper synthesizing themes from student's major and oral presentation and defense of the research. Prerequisites: HIS 303 and 496. (Spring)
- 498. Topics in History** (3)
Reading and research on a selected historical topic dependent upon interest and expertise of instructor. Prerequisites: Successful completion of at least one 300/400 level history course, senior standing, and permission of instructor.

Honors (HON)

Taught by various faculty.

101, 201, 301, 401 (Fall); 102, 202, 302, 402 (Spring).

Honors Interdisciplinary Colloquium (3-4)
In an interdisciplinary, team-taught setting, study of the ways of knowing characteristic to particular disciplines and the nature of research and the methodological protocol associated with disciplines in the sciences, social sciences, humanities, arts, and religion; includes primary readings, discussions, guest lectures, innovative writing assignments, student projects and presentations, and field experiences. Topics vary each semester. Students enrolled in the Honors Program who successfully complete the course receive credit for two general education requirements (depending on the disciplines represented in the colloquium). The colloquium may not be substituted for a specific general education course required by the student's major. Honors students should consult their advisors to ascertain whether the colloquium will satisfy requirements in their major. Prerequisites: Admission into the Honors Program or permission of the instructors. May be repeated as needed.

150, 250, 350, 450. Honors Adjunct (0)
A non-credit course intended to allow a student enrolled in a non-honors course to earn an Honors Credit. This adjunct is arranged by contract and under the supervision of the instructor of the course. A proposal for the adjunct must be submitted to and approved by the co-directors of the Honors Program. May be repeated once.

300. Honors Seminar**(1)**

Designed for juniors as an interdisciplinary experience in the Honors Program, centered on a core of common readings with each student encouraged to contribute from the perspective of the major field; topics vary each semester based upon the interest and expertise of the instructor. Prerequisites: Junior standing and admission into the Honors Program or permission of the instructor. May be repeated for credit for different topics.

310/410. Honors Service Project**(5)**

Contribution of time (at least ten contact hours per semester) to a project in progress each semester, through a student-organized community service activity supervised by the Honors Program. Required for all Honors Program participants during both semesters of the junior and senior years; freshmen and sophomores may enroll by permission of the Co-Directors of the Honors Program.

390, 490. Honors Thesis**(3-6)**

Contract study under faculty supervision and approved by the co-directors of the Honors Program, culminating in a written thesis, a public presentation, and an oral defense before a panel of faculty. The Honors Thesis proposal must be approved by the co-directors of the Honors Program. May be completed in conjunction with other capstone courses in the student's major.

400. Honors Seminar**(1)**

An interdisciplinary experience designed for juniors or seniors in the Honors Program, centered on community service that is of particular interest and that may be related to one's major field. Prerequisites: Junior standing and admission into the Honors Program or permission of the instructor. May be repeated once.

499. Honors Independent Study**(3-4)**

Contract study under faculty supervision; proposal for the independent study must be submitted to and approved by the co-directors of the Honors Program. May be repeated once.

Human Services (HS)**101. Introduction to Social Work and Social Services****(3)**

Survey of historical and philosophical dimensions of the social work profession, social problems, issues and trends, and social agencies; introduction to the professional knowledge, skills, and values necessary for generalist social work practice. Prerequisite: PSY 101 (Fall, Spring)

201. Social Welfare Policies and Services**(3)**

Study of historical and contemporary United States social welfare policy and programs including goals, program design and service delivery, and their relation to other social institutions and to social work; Topics include influence of social, political and economic forces, as well as implications of prejudice and discrimination, poverty and income maintenance alternatives. Prerequisite: HS 101

301. Human Behavior in the Social Environment**(3)**

Study of human development and behavior across the lifespan with emphasis on inter-relationships among human biological, social, psychological, and cultural systems that are relevant to the assessment of social functioning; interactions among individuals, families, groups, institutions, organizations, and communities are examined in larger socio-cultural environments. Prerequisite: HS 101

310. Foundations of Social Work Practice**(3)**

Study of the generalist method in social work practice, including its contexts, processes and stages; intervention strategies, problem-solving methods, and ethical issues are examined from multiple perspectives. Prerequisite: HS 101

490. Seminar in Human Services**(3)**

Topics include job search skills, practical issues of the work world, professional ethics, and human relations. Prerequisite: Senior standing or faculty approval.

491. Internship (3)

Capstone course providing opportunity for experiential learning in human service organizations. (Off-campus job placement must be approved in advance by instructor.) Prerequisite: Senior standing or faculty approval.

International Studies (IS)

147/247/347/447. Foreign Study (1-4)

Discipline-specific study in conjunction with an overseas travel experience; content and itinerary varies. May be repeated for different locations and topics and may satisfy either the International Studies requirement or count as a major/general elective.

281. Cross Cultural Studies (3)

Designed for international students who wish to understand the United States better and for American students interested in interaction with international students. Prerequisite: Sophomore standing or permission of the instructor.

398. International Studies (variable)

Credit awarded for educational requirements completed in connection with various international travel/study programs sponsored by Anderson College; amount of credit awarded depends upon the extent of the requirements for a particular program.

Kinesiology (KIN)

Associate Professors Everhart, Rutland; Assistant Professors Shearin, Walker

Students may receive credit toward graduation for a maximum of two activity courses. Veterans may exempt the physical education requirement by presenting a request to the Registrar. The general education requirement in physical education can be satisfied by one or more ROTC courses.

101-117. Activity Classes. (1)

Knowledge, skills, and participation in various physical activities; evidence of health status may be required.

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|-----------------------|--------------------------|
| 101. Basketball | 109. Aerobics |
| 103. Beginning Tennis | 110. Fitness Swimming |
| 104. Badminton | 113. Karate |
| 105. Golf | 114. Racquetball |
| 106. Weight Training | 115. Advanced Karate |
| 107. Fitness Jogging | 116. Scuba Diving* |
| 108. Fitness Walking | 117. Intermediate Tennis |

*Extra Course Fee Required

121. Sports Officiating (1)

Study of rules and techniques for officiating softball, basketball, volleyball, and football; practical experience opportunities offered during intramural competition.

132. Introduction to Physical Education and Sport Studies (3)

Study of roles and responsibilities of professionals in physical education and sport studies. The relationship of the field to education, its history, current trends and philosophies that underlie its sub-disciplines. Career opportunities will also be explored.

135. Lifetime Wellness (2)

Survey of concepts of lifetime physical fitness and health; topics include positive effects of exercise on the heart and blood vessels, obesity and proper diet, body mechanics, stress management and other contemporary health-related problems.

- 210. Coaching Methods of Basketball, Baseball and Softball** (3)
Study of game strategies, organization, skill development and analysis, and safety concerns; all students participate in basketball (1/2 semester) and choose between baseball/softball (1/2 semester).
- 211. Coaching Methods of Soccer, Volleyball and Football** (3)
Study of game strategies, skill development, organizational issues, and safety concerns; all students participate in soccer (1/2 semester) and choose between volleyball/football (1/2 semester).
- 212. Coaching Methods of Track & Field** (2)
Study of planning strategies, skill analysis, skill development, and meet management.
- 220. Teaching Sport and Physical Activity** (3)
This course is designed to provide an introduction to the pedagogical process involved in successfully teaching for competency in sport and for optimum engagement in physical activity. An emphasis will be placed on basic theory related to standards-based curriculum planning, assessment, and teaching practice. Students will be required to apply the theory by planning and teaching lessons to peers or another target audience within the course. Prerequisite: KIN PE major. Co-requisite: EDU 195. (Fall and Spring)
- 227. Care and Prevention of Exercise Injuries** (3)
Study of theoretical and practical methods of preventing, treating, and rehabilitating injuries that occur during sport and exercise; topics include taping and bandaging; first aid and CPR certification; massage; use of physical therapy modalities. A \$40.00 lab fee is required. (Fall)
- 231. Teaching Invasion Games** (3)
This course is designed to provide theory and pedagogical content knowledge related to teaching invasion games for understanding with an emphasis on tactical and skill instruction. Students will apply curricular and assessment theory in multiple clinical teaching opportunities with peers and/or 4th-12th grade students in schools. This is a course in which students are able to check off sport-related skill competency (not proficiency). Pre-requisites: KIN PE major, KIN 220. (Fall only)
- 232. Teaching Target and Net Games** (3)
This course is designed to provide theory and pedagogical content knowledge related to teaching net and target games for understanding with an emphasis on tactical and skill instruction. Students will apply curricular and assessment theory in multiple clinical teaching opportunities with peers and/or 4th-12th grade students in schools. This is a course in which students are able to check off sport-related skill competency (not proficiency). Pre-requisites: KIN PE major, KIN 220. (Spring only)
- 260. Motor Development and Learning** (3)
Study of motor development and physical changes across the lifespan with emphasis on the sequential process of motor behavior, factors influencing skill development and learning, and optimal conditions. (Fall)
- 263. Teaching Children How to Move** (3)
This course is designed to present the theory and pedagogical content knowledge related to teaching children rhythmic activities, stunts & tumbling, and other movement skills. At least one third of the course is to be focused on dance and rhythmic activities for children, while a third should be devoted clinical teaching opportunities that emphasize the content of the course. Prerequisites: KIN PE major, KIN 220, 231, 232, 260 (Spring only). Permission by instructor for non-majors may be possible in rare situations.
- 289. Measurement and Evaluation** (3)
Study of methods in measuring and evaluating physical performance, knowledge and attitudes, procedures for evaluating tests and their results and data analysis techniques. Prerequisites: MAT 108. (Fall)

- 301. Exercise Physiology I** (3)
Introduction to the physiological effects of human physical activity; topics include neuromuscular, cardiovascular-respiratory and metabolic responses and adaptations to exercise and training. Prerequisite: BIO 201 and CHE 101 or permission of instructor. (Fall)
- 310. Organization and Administration of Sport and Physical Education** (3)
Introduction to basic principles of organizing, managing, and evaluating sport and physical education programs, the principles of finance and fundraising as applied to sport and physical education; and related topics for the development of all managers in sport-related careers. (Fall)
- 321. Sport and Exercise Psychology** (3)
Survey of psychological principles applicable to coaching and exercise situations; topics include the understanding of participants, sport and exercise environments, and group processes; enhancing performance, health and well-being; and facilitating psychological growth and development.
- 323. Teaching Health Related Physical Education** (2)
Students will be presented research-based theory related to lifetime physical fitness and health and will be required to teach health-related concepts and physical activity lessons to K-12 students based on the theory learned in this course. This course is only for physical education majors. Prerequisites: KIN PE major, KIN 135, KIN 231, KIN 232, KIN 260. (Spring only)
- 324. Assessing Student Learning in Physical Education** (3)
This course investigates the assessment theory in physical education and provides application opportunities for students to design appropriate learning experiences that allow them to assess K-12 student learning within clinical teaching experiences. The course will focus on performance-based assessment, authentic assessment, and implementing continuous performance-based assessment. The students will be assigned to a K-12 site for at least 10 hours of clinical teaching opportunities that focus on assessment for elementary and secondary students. Pre-requisites: KIN PE major, KIN 231, KIN 232, KIN 260. Co-requisite: KIN 323. (Fall only)
- 333. Elementary Physical Education Methods** (3)
Introduction to teaching physical education in grades K-6 that is designed especially for the physical education student. The course focuses on movement concepts, fitness and motor development of young learners and how to organize, plan, and implement that content through activities. Prerequisite: Admission into Teacher Education Program as a KIN PE major. Co-requisite KIN 334. (Spring semester only)
- 334. Field Experience in Elementary School Physical Education** (1)
Placement in an elementary school setting; instructional design and delivery of age appropriate, standards-based content. Prerequisites: Admission into Teacher Education Program as a KIN PE major. Co-requisite: KIN 333.
- 335. Sport in Society** (3)
Study of the nature, function, and relationships of sport and society; topics include recreational, educational, and professional sport in social and cultural contexts and the social variables that affect participation are presented.
- 340 Kinesiology** (3)
Anatomical and kinesiological principles involved in movement and sport skills; includes anatomy, movement terminology, muscle mechanics and function and analysis of motor skills. Prerequisite: BIO 201. (Spring)
- 365. Nutritional Aspects of Health/Human Performance** (3)
Detailed study of nutrition emphasizing structure, function, and selection of food to improve health and human performance; topics include estimation of energy needs, fluid balance, food fads, and nutritional needs of the body during various stages of life. Prerequisite: KIN 135 or permission of instructor. (Spring)
- 383. Secondary Physical Education Methods** (3)
Study of content, teaching behavior, delivery of instruction, and lesson planning in the secondary school. Prerequisite: Admission to the Teacher Education Program as a KIN PE major. Co-requisite: KIN 384. (Fall)

384. Field Experience in Secondary Physical Education (1)

Application of curriculum and instructional theories and principles to students in secondary schools. Prerequisites: Admission to the Teacher Education Program as a KIN PE major. Co-requisite: KIN 383. (Fall)

389. Research Methods in the Exercise/Health Sciences (3)

Design and application of research projects measuring cognitive, affective and psychomotor performance; including statistical procedures and interpretation of published research in the discipline. Prerequisites: KIN 289. (Fall)

401. Exercise Physiology II (3)

Principles of human physiology, neuromuscular, cardiovascular-respiratory and metabolic responses to exercise with special emphasis on the application of physiological findings to practical problems related to human physical activity such as diet, environmental conditions, gender, body composition, and health aspects. Prerequisites: KIN 301. (Spring)

403. Adapted Physical Education (3)

Study of the historical development of adapted physical education, the IEP process, characteristics of various conditions, and the inclusive adaptations of physical education to the needs of individuals with disabilities. Prerequisites: Admission to the Teacher Education P as a KIN PE major. (Fall)

440. Biomechanics (3)

Study of mechanical principles of human movement; topics include basic mechanics, kinematics, kinetics and modeling of human movement. Emphasis is on the quantitative analysis of human movement. Prerequisites: KIN 340 and BIO 201. (Fall)

470. Scientific Principles of Conditioning and Fitness (3)

Designing and implementing individualized, scientifically based exercise prescriptions for athletic conditioning or physical fitness development, including development of muscular strength and endurance, aerobic and anaerobic power, flexibility, and weight control or reduction. Prerequisite: KIN 301 and KIN 340. (Spring)

475. Exercise Diagnosis and Prescription (3)

Study of exercise physiology and exercise prescription for clinical populations with particular attention on the study of acute and chronic responses to exercise in patients with cardiac, pulmonary, metabolic, and musculoskeletal diseases; special topics include pathophysiology of the disease process, clinical assessment of disease severity, exercise testing in clinical populations, exercise prescription in medium and high-risk clinical populations. Prerequisites: KIN 301 and BIO 201. (Spring)

480. Practicum in Exercise and Sport Science (1-4)

Placement in exercise science laboratories, sport and fitness facilities, or clinical settings for experiential learning opportunities under the supervision of professionals and college faculty. Prerequisites: KIN 301 and permission of instructor.

490. Senior Seminar in Kinesiology (3)

Presentation and discussion of various topics related to current science and issues regarding human performance, fitness, health, and nutrition. Prerequisites: Senior standing, KIN 301, and permission of instructor.

492. Current Topics in Kinesiology (3)

A writing-intensive course designed to introduce students to a variety of current topics in Kinesiology. Students will review original research in professional journals and through several writing assignments express their comprehension of a topic of self-interest. Prerequisites: senior standing, KIN 301, and, KIN 389

498. Directed Research in Physical Education and Exercise Science (1-3)

On-campus study or research experience under a specialist in student's field of interest; arranged through the Exercise Science Program Coordinator. Prerequisites: KIN 389 and permission of the instructor.

Liberal Arts (LAL)

101. Liberal Arts Lab

(1)

Introduction to the value of a liberal arts education and its goal of generating a transforming effect on the engaged student, leading to an informed commitment for life. (Pass/Fail)

Management (MGT)

Professor Karnes; Assistant Professors Laing and Rhodes

341. Principles of Management

(3)

Analysis of the role of management in an organization; topics include theories of management; leadership; social responsibility of management; functions of management in planning, supervision, communications, budget control, quality control, and resources development. (Fall and spring)

343. Management of Human Resources

(3)

Introduction to supervision of human resources in business; topics include the process of hiring and training employees and evaluating performance; compensating employees; organizing, motivating, and directing workers; maintaining discipline and resolving conflict. Prerequisite: MGT 341. (Spring)

410. Employment and Labor Law

(3)

Survey of legal issues impacting various human resource functions; topics include equal employment opportunity; hiring, developing, promoting, and compensating employees; benefits; sexual harassment; labor relations; and occupational safety; congressional involvement with labor issues and laws affecting unionization; development of employment law; jurisdiction of federal and state agencies; and the rights and responsibilities of employers and employees. Prerequisite: BUS 351 or MGT 343. (Spring)

441. Management of Organizational Behavior

(3)

Analysis of the theory of organizations, the structure and setting in which work takes place, and individual and group behavior within organizations; emphasis on skills needed for leadership. Prerequisite: MGT 341. (Fall)

443. Leadership

(3)

This course is designed to provide students with an understanding of various theories and concepts of leadership. Moral and ethical issues will be examined as students focus on how to be effective leaders. Students will apply knowledge gained in analyzing case studies and resolving real world issues pertaining to leading themselves, subordinates, teams, and organizations.

451. Operations Management

(3)

Survey of production-operations functions including basic procedures and techniques in the design and analysis of operating systems; topics include product planning, competitive priorities, forecasting, process design, technological choices, work measurement, capacity, production plans, inventory systems, quality management, and quality control. Prerequisites: MGT 341, MAT 203.

469. Service Quality Management

(3)

Study of philosophy and style of management that service-producing organizations can use to gain competitive advantage. Topics include strategies for developing and designing service operations, managing supply and demand, the service supply chain, and quality solutions for service-providers. Prerequisite: MGT 341. (Fall)

479. Quality Management

(3)

Study of fundamental management techniques, existing and innovative improvement efforts, and specialized technical skills in a structure focused on continuously improving all processes within organizations – both service and manufacturing. Prerequisites: MGT 341 and MAT 203.

Marketing (MKT)

Associate Professor Spencer

331. Principles of Marketing (3)

Study of the basic principles, methods, and problems in planning, pricing, promotion, and distribution of goods and services. (Fall and spring)

334. Consumer Behavior (3)

Study of the decision-making process of consumers in the response to marketing and promotional objectives and activities; pertinent concepts from behavioral sciences are examined to assist in analyzing consumer decision-making. Prerequisite: MKT 331.

413. Advertising and Promotion (3)

Study of the principles and practices in advertising; development of knowledge and skills necessary for executing professional promotion of goods and services. Prerequisite: MKT 331.

433. Marketing Management (3)

Case study analysis of the types of problems in the field of marketing; skills necessary for solving problems and making decisions. Prerequisites: ECO 211 and MKT 331.

Master the Art of Living (ML)

100. Master the Art of Living

Pass/Fail

A series of lectures, musical presentations and worship programs designed to present the spiritually, scholarly and culturally broadening influence of a Christian liberal arts college. Attendance at 12 events required for each semester of full-time enrollment.

Mathematics (MAT)

Associate Professors J. Davison, King; Assistant Professors Freeman, Rish, Instructor Ward

100. Fundamentals of Algebra (3)

Introduction to algebra. Course does not count toward graduation and does not satisfy any general education requirement in mathematics. (On Demand)

101. College Algebra (3)

Sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first and second degree equations, variation, and systems of equations. Prerequisite: Any one of the following: Score of 440+ on math SAT; 3+ units of high school math with C or above; or completion of MAT 100. (Fall, Spring)

104. Finite Mathematics (3)

Designed as a terminal course in mathematics; topics include sets, logic, algebraic and geometric models, finite probability, descriptive statistics, the mathematics of finance, and graph theory/networks. Prerequisite: Any one of the following: Score of 440+ on math SAT; three or more units of high school math with C or above; or completion of MAT 100. (Fall, Spring)

107. College Trigonometry* (3)

Study of trigonometric functions, radian measure, identities, equations, inverse functions, solutions of right and oblique triangles, and graphs. Prerequisite: Score of 440+ on math SAT and completion of high school Algebra II with a C or above. For students who meet only the SAT requirement, MAT 101 is a co-requisite. If SAT and high school requirement are not met then MAT 101 is a prerequisite. (Fall)

108. Finite Probability and Statistics 1 (3)

Introduction to probability and statistics; topics include descriptive statistics; probability; discrete and continuous random variables; the Binomial, Normal, and Student-T probability distributions; and estimation and hypothesis testing involving means and proportions. Academic credit will not be awarded for both MAT 301 and MAT 201. Prerequisite: Score of 440+ on math SAT; two or more units of high school math with C or above; or completion of MAT 100, or 101. (Fall, Spring)

109. Statistics 2 (3)

Continuation of MAT 201; topics include empirical frequency distributions, computation of descriptive statistics, basic statistical inference including estimation and testing of hypotheses, regression and correlation analysis, the Multinomial Distribution, and Chi-Square tests.

Prerequisite: MAT 108 or 203. (Fall, Spring)

113. Calculus Concepts 1: An Intuitive Approach to Differential Calculus (3)

Designed for students seeking degrees in business, non-math and science secondary education, and related areas; topics include functions, data models, average, instantaneous, and percentage rates of change, derivatives, optimization, inflection points, and marginal cost, profit, and revenue.

Prerequisite: Score of 500+ on math SAT; or MAT 101. (Fall, Spring)

114. Calculus Concepts 2: Intuitive Approach to Integral & Multivariate Calculus (3)

Continuation of MAT 113; topics include results of change, approximating area under a curve, limits of sums, recovering functions from rates of change, antiderivatives, definite integrals, averages, income streams, integrals in economics, cross-sectional models, partial rates of change, compensating for change, multidimensional models, contour plots, multidimensional optimization, optimizing under constraints, and least squares model fitting. Prerequisite: MAT 113. (Spring)

140. Analytic Geometry & Calculus 1 (4)

Introduction to differential and integral calculus; topics include limits, differentiation and applications, integration and applications, and the calculus of the trigonometric functions.

Prerequisite: Score of 580+ on math SAT and completion of high school trigonometry/pre-calculus with C or above. For students who meet only the SAT requirement, MAT 107 is a co-requisite. If SAT and high school requirement are not met then MAT 107 is a prerequisite. (Fall)

160. Introduction to Discrete Methods (3)

Introduction to elementary methods of discrete mathematics. Topics include mathematical logic, methods of proof, theory of sets, relations, functions, mathematical induction, closure operations, order relations, equivalence relations, and basic concepts of cardinal arithmetic. Prerequisite: Score of 440+ on math SAT or MAT 101. (Spring)

190. Analytic Geometry & Calculus 2 (4)

Continuation of MAT 140; topics include exponential and logarithm functions, inverse trigonometric functions, techniques of integration, improper integrals, indeterminate forms, sequences, and series, conics, parametric equations, and polar coordinates. Prerequisite: C or better in MAT 140 or permission of instructor. (Spring)

203. Probability and Statistics (3)

Designed for students in business; topics include graphical descriptions of data, numerical descriptive measures, probability, discrete and continuous random variables, sampling distributions, estimation and hypothesis testing involving means and proportions, and simple linear regression. Credit will not be awarded for both MAT 203 and MAT 108. If consistent with the academic and career goals of the student, MAT 108 and 109 may be together substituted for MAT 203. Prerequisite: MAT 101 and CS 120. (Fall, Spring)

208. Math Concepts and Strategies for the Elementary/Early Childhood Teacher: Part 1 ** (4)

Number relationships, patterning, numeration systems, whole number operations, estimation, mental computation, number theory, fractions, decimal numbers, proportions, and percent. Lab included. Prerequisite: MAT 101 or 108 or permission of instructor. (Fall, Spring)

209. Math Concepts and Strategies for the Elementary/Early Childhood Teacher: Part 2 ** (4)

Problem solving measurement, two-dimensional and three-dimensional geometry, statistics, and probability. Lab included. Prerequisite: MAT 101 or 108 or permission of instructor. (Fall, Spring)

215. Linear Algebra (3)

Introduction to the algebra of matrices, vector spaces, polynomials, and linear transformations. Prerequisite: MAT 160 and 190. (Fall)

240. Calculus with Several Variables (4)

Real valued functions of several variables, multiple integration, differential calculus of functions of several variables, and vector field theory. Prerequisite: MAT 190. (Fall)

270. Linear Programming (3)

Study of mathematical models, with applications to the sciences and business; use of various methods to solve and interpret problems. Prerequisite: MAT 240 and 215. (Replaces Mat. 315) (Spring)

290. Differential Equations (4)

Introduction to theory, methods, and applications of ordinary differential equations, including first- and higher-order differential equations, series solutions, systems, approximate methods, Laplace transforms, and phase plane analysis. Prerequisite: MAT 240. (Spring)

320. College Geometry (3)

Topics include axiomatic Euclidean geometry, instructional methodology in measurement and two- and three-dimensional geometry, topology, transformational geometry and other non-Euclidean geometrics, with an emphasis upon historical context. Prerequisite: MAT 160. (Fall)

340. Probability and Statistical Theory and Methods 1 (3)

Applications and principles of descriptive statistics, elementary probability, sampling distributions, estimation, and hypothesis testing. Includes inferences for one and two means, variances, and proportions, simple linear regression, and contingency tables. Statistical software is used. Prerequisite: MAT 140. (Replaces Mat. 280). (Fall)

380. Probability and Statistical Theory and Methods 2 (3)

Topics include elementary axioms, conditional probability, discrete and continuous random variables, joint, marginal, and conditional densities, moment generating functions, laws of large numbers, and central limit theorem. Distributions studies include the binomial, geometric, hypergeometric, Poisson, uniform, normal, gamma, and beta. Prerequisite: MAT 160, 240, and 340. (Spring)

390. Advanced Calculus 1 (3)

Detailed study of limits, continuity, and differentiation of functions of one variable, and the Riemann integral. Prerequisite: MAT 240. (Spring)

420. Abstract Algebra (3)

Theoretical development of common algebraic structures such as number system and groups, rings, and fields. Prerequisite: MAT 160 and 215. (Fall)

430. History of Mathematics (3)

Introduction to the history of mathematics; emphasis on famous problems, role of historical methods in modern development, and influential mathematicians. Prerequisite: Senior standing or permission of instructor. (Fall)

495. Internship (3)

Application of skills and knowledge in actual work environments under the supervision of professionals. Prerequisite: Permission of instructor.

496. Senior Seminar (3)

Capstone course requiring application of mathematical knowledge, usually with an emphasis on modeling; independent work and presenting of results is required; typically includes attendance at mathematical events and/or investigation of mathematical career paths. Prerequisite: MAT 270, 290, and 380. (Spring)

498. Topics in Mathematics (3)

Investigation of a selected mathematical topic, depending upon student and instructor interests and expertise. Prerequisite: Permission of instructor.

**Students who must take Math 140, Analytic Geometry and Calculus 1, may take Math 101 and Math 107 concurrently.*

***MAT 208 and 209 cannot be used to satisfy the general education requirement in mathematics for any major at Anderson College.*

Military Science-Army ROTC (MS)

Taught by AROTC faculty at Clemson University.

101. Military Science (Basic) 1 (1)

Study of the Army in today's society, ranks and branches of the Army, principles and techniques of leadership; laboratory periods provide training in physical conditioning, mountaineering, and weapons safety and firing. One hour lecture per week; two-hour laboratory every other week or equivalent.

102. Military Science (Basic) 1 (1)

Study of Army organization and doctrine with additional focus on pay and allowances, other forces, the non-commissioned officer, and fundamentals of first aid. Laboratory periods provide training in mountaineering, weapons safety and firing, and land navigation.

201. Military Science (Basic) 2 (1)

Introductory study of U.S. Military Weapons Systems; emphasis on historical and practical perspectives of current U.S. Army weaponry. Leadership laboratory provides the students practical experience in applying principles learned and experience in leadership and physical fitness.

202. Military Science (Basic) 2 (1)

Introduction to principles of warfare and military land navigation; leadership laboratory provides the students practical experiences in applying the principles learned and experience in leadership and physical training.

301. Military Science (Advanced) 1 (1)

Analysis of the leader's role in directing and coordinating small units in the execution of offensive and defensive tactical missions; cadets will participate in leadership laboratory training throughout the school year.

302. Military Science (Advanced) 2 (2)

Study of relevant theories and concepts of organizational leadership and human behavior; techniques used in planning and presenting instruction. Continuation of leadership laboratory.

401. Military Science (Advanced) 1 (1)

Study of military operations, with emphasis on small unit leadership, training, and administration; leadership laboratories provide requisite knowledge and experience for commissioning and initial military assignment.

402. Military Science (Advanced) 2 (2)

Continuation of MS 401, with emphasis on military justice, law of warfare, and ethics; leadership laboratories provide requisite knowledge and experience for commissioning and initial military assignment.

Music (MUS)

Professor Clark; Associate Professors Stern, Williamson, Assistant Professors Francis, Perry, Watson

090. Recital Hour (0)

Series of class lessons and recitals held throughout the semester. Student recitals, faculty recitals, guest recitals, and concerts. Required of all music majors and minors enrolled full-time and/or taking applied lessons. Course may be repeated.

101. Elementary Written, Aural, and Keyboard Harmony I (3)

Introduction to fundamentals of music, including notation, scales, key signatures, intervals, triads, and notation of rhythm; ear-training and keyboard harmony parallel written materials. Prerequisite: Music department audition or permission of instructor.

103. Elementary Written, Aural, and Keyboard Harmony II (3)

Introduction to four-part writing, diatonic triads and their inversions, harmonization of melodies, non-chord tones, diatonic seventh chords; ear-training and keyboard harmony parallel written materials. Prerequisite: "C" or above in MUS 101 or exemption of MUS 101.

- 110. Music Appreciation** (3)
Study of representative types and forms of western art music, pop music, and world music.
- 118. Vocal Diction** (1)
Fundamentals of phonetics and sound production as applied to singing in English and Italian, including the study of representative vocal literature of each language.
- 136. Opera Workshop** (1)
Study of traditional operatic compositions, emphasizing dramatic interpretation as it relates to an historical, psychological, and physical perspective of a particular character.
- 200. Special Recital** (0)
Designed for all music majors and select non-majors who wish to present a recital outside the degree requirements. Students must have approval of their instructor and stand a pre-hearing before the music faculty.
- 201. Advanced Written, Aural, and Keyboard Harmony I** (3)
Introduction to chromatic harmony, with emphasis on musical analysis with attention to voice leading, chord progressions, usage of chords within phrases, and cadential treatments; ear-training, composition, and keyboard harmony parallel written material. Prerequisite: "C" or better in MUS 103.
- 203. Advanced Written, Aural, and Keyboard Harmony II** (3)
Advanced chromatic harmony; ear-training, composition, and keyboard harmony parallel written material. Prerequisite: "C" or better in MUS 201.
- 205. Introduction to Studio Recording Techniques** (2)
Survey of procedures and equipment used in the modern recording studio; emphasis in hands-on experience in computer sequencing, multi-track recording, mix-down procedures and audio processing.
- 206. Advanced Studio Recording** (2)
Advanced study of procedures and equipment used in modern audio recording studios; topics include multi-track recording, engineering, computer sequencing and computer based music printing. Prerequisite: "C" or better in MUS 205.
- 210. Musical Masterworks: Listening for Musicians** (2)
Study of and experience in how to listen to western art, pop, and world music; non-music majors admitted by permission of the instructor.
- 211. Survey of World Music** (2)
Survey and analysis of a broad range of music throughout the world with emphasis on music of the Orient, Black America, Africa, Asia, Scandinavia, and Latin America.
- 300. Junior Recital** (0)
Required for all music majors except general BA who have reached the 3-2 applied level. Students must stand a pre-hearing before the music faculty.
- 301. Form and Analysis** (2)
Study of the relationship between content and structure in musical compositions; topics include phrase, sectional, harmonic, and thematic structures of compositions, standard formal archetypes of 18th and 19th centuries Western music, and ear-training relevant to tonal music of the 18th and 19th centuries. Prerequisite: "C" or better in MUS 203.
- 302. Twentieth Century Techniques and Styles** (2)
Survey of compositional devices and methods used by composers from the late 19th century until the present, with emphasis on music stemming from European classical traditions and non-Western music that has influenced Western composers; includes ear-training and sight-singing relevant to 20th century art music. Prerequisite: A grade of "C" or better in MUS 203.

- 303. Sixteenth Century Counterpoint** (2)
Study of stylistic practices and compositional techniques used by musicians of the Renaissance period; emphasis on understanding and creating music characterized by linear clarity, direction and independence of line, a high degree of intervallic control and textural contrast. Prerequisites: MUS 203.
- 304. Improvisation** (2)
Study of theory and practice of improvisation, as it relates to arranging, composing, and performing in various styles. Prerequisite: MUS 203.
- 315. Vocal Pedagogy** (2)
Physiology and technique of singing; topics include philosophies and methods of teaching voice. Prerequisites: One semester of applied voice and junior or senior standing.
- 316. Introduction to Piano Pedagogy** (3)
Basic pedagogical concepts and literature needed to solve developmental problems encountered by all keyboard students and teachers. Prerequisite: "C" or better in MUS 203.
- 317. Basic Conducting** (2)
Theory and practice of conducting; development of the basic physical skills necessary to function as a conductor with application to instrumental and choral groups. Prerequisite: C or better in MUS 203 and junior standing, or permission of instructor.
- 318. Vocal Diction II** (1)
Fundamentals of phonetics and sound production as applied to singing in German and French, including the study of representative vocal literature of each. Prerequisite: MUS 118.
- 320. Hymnology** (3)
History and development of Christian hymn texts and tunes. A selection of contemporary hymnals will be reviewed. Fall of even numbered years or upon demand. (Same as REL 340)
- 321. Introduction to Church Music** (3)
Introduction to music ministry including graded choirs, worship, hymn singing, liturgies, and administration. Fall of odd numbered years or upon demand.
- 323. Introduction to Gospel and Contemporary Worship Music** (2)
Survey and performance of Black Gospel, Southern Gospel, and Contemporary Christian music both as art forms and in relation to praise and worship. Prerequisites: MUS 203, MUS 210
- 324. Worship Leadership in Music** (3)
Study of biblical concepts of music in worship, the nature of worship, and the principles of worship, with attention to the orders, methods, and materials in planning and leading worship.
- 325. Song Literature** (2)
Survey of representative solo vocal and solo vocal ensemble literature from Baroque to present. Prerequisites: "C" or better in MUS 203.
- 326. Instrumental Solo and Ensemble Literature** (2)
Survey of instrumental solo and ensemble literature from the Renaissance, Baroque, Classical, Romantic, and 20th Century music eras; includes repertoire for brass, woodwind, percussion, and strings.
- 370. Music History (I)** (3)
Study of the music, styles, and literature from early Greek times through the middle of the Baroque era. Prerequisite: MUS 203, 210.
- 371. Music History II** (3)
Study of music, styles, and literature from the Baroque era to the present. Prerequisite: MUS 203, 210.
- 400. Senior Recital** (0)
Required for the BM degree. Students must have reached the 4-2 applied level and have presented a junior recital. Students must stand a pre-hearing before the music faculty.

408. Orchestration

(2)

Basic principles and practices in orchestrating and adapting music for instrumental ensembles. Prerequisite: "C" or better in Music 203.

410. Piano Literature

(3)

Survey of standard piano literature found in current concert repertoire. Prerequisite: "C" or better in MUS 203.

417. Advanced Conducting

(2)

Application of basic techniques of conducting choral and instrumental music; topics include score study, rehearsal planning, examples of repertoire, and interpretive considerations for music of various styles. Prerequisite: "C" or better in MUS 317.

495. Music Internship

(1)

Practical experience under faculty guidance: critical analysis and discussion of problems. Prerequisites: Junior or senior standing in the BA program, or permission of instructor. May be repeated once.

Ensemble Courses

Ensembles are open to every student who meets the stated requirements; each course may be repeated up to a maximum of eight hours.

120. Anderson College Choir

(1)

Large choral ensemble open to all students by audition. Repertoire includes a variety of sacred music: hymn arrangements, anthems, spirituals, Gospel songs, and well-known choruses of classical masters. Covers fundamentals of singing and music reading. Performance requirements include two to three on-campus appearances and one Sunday in area churches per semester. Prerequisite: Audition.

121. Radiance

(0)

Small group specializing in outreach and ministry through contemporary Christian and Gospel music. Members are selected from the Anderson College Chamber Singers and lab choir. The group leads worship in churches about three times a month from October through April. Prerequisite: Audition.

122. Anderson College Wind Symphony

(1)

Study and performance of brass, woodwind, or percussion instruments in a wind ensemble; small chamber instrumental groups may be formed within the larger ensemble according to need and availability of personnel. Prerequisite: Audition.

123. Instrumental Chamber Ensemble

(1)

Small instrumental experiences with emphasis on increased knowledge of literature, the development of individual proficiency, and the development of good ensemble playing; includes special rehearsals, college, public school, church, and other performances. Various ensembles will be offered according to student interest. Prerequisite: Background in instrumental music and audition with the director.

125. Anderson Symphony Orchestra

(1)

College/Community orchestra open to those with a background in orchestral playing; string instrumentalists must choose this ensemble for their primary ensemble. Prerequisite: Audition.

126. AC Ensemble

(1)

Study and performance of contemporary black gospel music, pop, show music jazz and blues idioms, spirituals, and church music; includes concerts on campus and in churches. Prerequisite: Audition.

127. Anderson College Chamber Singers

(1)

This 25 voice ensemble sings sophisticated literature appropriate to music majors and highly-skilled non-majors. Meets the primary ensemble requirement for music majors and minors whose instrument is voice or keyboard. Performances include a spring tour and visits to public schools in fall semester in addition to on-campus performances. Prerequisite: Audition.

- 128. Guitar Ensemble** (1)
 Small ensemble experience for music majors whose primary or secondary instrument is guitar. Stresses reading skills, group performance and individual proficiency. Literature includes classics from Renaissance to present. Prerequisite: Background in guitar and permission of the instructor.

Applied Music Courses

Band Instruments

- 160. Non-Music Majors in Instrumental Music** (1)
 Pre-Principal Music Major
 Secondary Music Major
161. Advanced Non-Music Majors in Instrumental Music (2)
 Advanced Secondary Music Majors
 Pre-Principal Music Majors
162. Freshman Instrumentalist Principal Majors (2)
163. Freshman Instrumentalist Principal Majors (2)
262. Sophomore Instrumentalist Principal Majors (2)
263. Sophomore Instrumentalist Principal Majors (2)
362. Junior Instrumentalist Principal Majors (2)
363. Junior Instrumentalist Principal Majors (2)
462. Senior Instrumentalist Principal Majors (2)
463. Senior Instrumentalist Principal Majors (2)

Composition

- 172. Private Lesson in Composition** (1)
173. Private Lesson in Composition (2)

Guitar

- 180. Non-Music Majors in Guitar** (1)
 Pre-Principal Music Majors
 Secondary Music Majors
181. Advanced Non-Music Majors in Guitar (2)
 Advanced Secondary Music Major
 Pre-Principal Music Majors
182. Freshman Guitar Principal Majors (2)
183. Freshman Guitar Principal Majors (2)
184. Class Guitar (1)
 Introduction to the guitar and other fretted instruments; emphasis on skills in note reading, playing choral accompaniments and fret board basics.
282. Sophomore Guitar Principal Majors (2)
283. Sophomore Guitar Principal Majors (2)
382. Junior Guitar Principal Majors (2)
383. Junior Guitar Principal Majors (2)
482. Senior Guitar Principal Majors (2)
483. Senior Guitar Principal Majors (2)

Organ

- 150. Non-Music Majors in Organ** (1)
 Pre-Principal Music Majors
 Secondary Music Majors
151. Advanced Non-Music Majors in Organ (2)
 Advanced Secondary Music Major
 Pre-Principal Music Major
152. Freshman Organ Principal Majors (2)
153. Freshman Organ Principal Majors (2)
252. Sophomore Organ Principal Majors (2)

253. Sophomore Organ Principal Majors	(2)
352. Junior Organ Principal Majors	(2)
353. Junior Organ Principal Majors	(2)
452. Senior Organ Principal Majors	(2)
453. Senior Organ Principal Majors	(2)

Piano

130. Non-Music Majors in Piano	(1)
Pre-Principal Music Majors	
Secondary Music Majors	
131. Advanced Non-Music Majors in Piano	(2)
Advanced Secondary Music Majors	
Pre-Principal Music Majors	
132. Freshman Piano Principal Majors	(2)
133. Freshman Piano Principal Majors	(2)
232. Sophomore Piano Principal Majors	(2)
233. Sophomore Piano Principal Majors	(2)
332. Junior Piano Principal Majors	(2)
333. Junior Piano Principal Majors	(2)
432. Senior Piano Principal Majors	(2)
433. Senior Piano Principal Majors	(2)

Stringed Instruments

190. Non-Music Majors in Strings	(1)
Pre-Principal Music Majors	
Secondary Music Majors	
191. Advanced Non-Music Majors in Strings	(2)
Advanced Secondary Music Majors	
Pre-Principal Music Majors	
192. Freshman String Principal Majors	(2)
193. Freshman String Principal Majors	(2)
292. Sophomore String Principal Majors	(2)
293. Sophomore String Principal Majors	(2)
392. Junior String Principal Majors	(2)
393. Junior String Principal Majors	(2)
492. Senior String Principal Majors	(2)
493. Senior String Principal Majors	(2)

Voice

140. Non-Music Majors in Voice	(1)
Pre-Principal Music Majors	
Secondary Music Majors	
141. Advanced Non-Music Majors in Voice	(2)
Advanced Secondary Music Majors	
Pre-Principal Music Majors	
142. Freshman Voice Principal Majors	(2)
143. Freshman Voice Principal Majors	(2)
242. Sophomore Voice Principal Majors	(2)
243. Sophomore Voice Principal Majors	(2)
342. Junior Voice Principal Majors	(2)
343. Junior Voice Principal Majors	(2)
442. Senior Voice Principal Majors	(2)
443. Senior Voice Principal Majors	(2)

Music Education (MUE)

114. Introduction to Percussion Methods (1)
Fundamentals of teaching and playing the snare drum, timpani, bass drum, cymbals, and other instruments in the standard percussion section; topics include care, minor repairs, percussion notation, articulations, tuning, sticking techniques, and teaching materials. Prerequisite: "C" or better in MUS 103.

115. Introduction to String Methods (1)
Fundamentals of teaching and playing the violin, viola, violoncello, and double bass; topics include care, minor repairs, tone production, bowing, fingerings, articulation, intonation, and teaching materials. Prerequisite: "C" or better in MUS 103.

116. Introduction to Brass Methods (1)
Fundamentals of teaching and playing the trumpet, French horn, trombone, baritone horn, and tuba; topics include care, minor repairs, tone production, embouchure, fingerings, articulation, intonation, and teaching materials. Prerequisite: "C" or better in MUS 103.

117. Introduction to Woodwind Methods (1)
Fundamental manner of playing and teaching flute, clarinet, oboe, bassoon, and saxophone; topics include care, minor repairs, tone production, embouchure, fingerings, articulation, intonation, and teaching materials. Prerequisite: "C" or better in MUS 103.

314. Elementary Music Methods (3)
Application of teaching methods and materials relating to ability to musical concepts. Prerequisite: EDU 295, or permission of instructor.

416. Secondary Music Methods (3)
Study and application of choral and instrumental music methods and materials; topics include repertoire, motivation, recruitment, psychology of music teaching, and teaching general music and music appreciation will also be covered. Prerequisites: EDU 295, junior standing, and admission to the Teacher Education Program for BME students; junior standing for BA students.

Philosophy (PHI)

101. Introduction to Philosophy (3)
Survey of basic philosophical issues and problems; includes works of important philosophers, modes of thinking, and philosophical inquiry.

205. Introduction to Ethics (3)
Survey of modes of moral thinking and analysis and their application in specific practical settings; influence of religious values upon ethical development.

Physical Science (PSC)

Professor Kozel; Associate Professor Fries

101. Physical Science (4)
Overview of physics and chemistry, with numerous practical applications; with lab. Designed for non-science majors. Prerequisite: MAT 101 (Fall; Spring)

201. Earth Science (4)
Study of concepts of geology, meteorology, and oceanology; with laboratory. Prerequisite: MAT 101

Physics (PHY)

Associate Professor Fries

151. General Physics 1 (4)
Study of kinematics, statics, vectors, energy, momentum and heat. Laboratory included. Prerequisite/co-requisite: MAT 107. (Fall, alternate years)

152. General Physics 2 (4)

Study of electricity, magnetism, wave motion, sound, and light. Laboratory included.
Prerequisite: PHY 151. (Spring, alternate years)

201. College Physics 1 (4)

Calculus-based study of kinematics, force, energy, momentum, oscillatory motion, and waves.
Laboratory included. Prerequisite/co-requisite: MAT 221. (Fall, on demand)

202. College Physics 2 (4)

Calculus-based study of heat, thermodynamics, electric potential, electric and magnetic fields and currents. Laboratory included. Prerequisite: PHY 201. (Spring, on demand)

Political Science (PS)**101. American National Government** (3)

Study of the constitutional basis of the federal government, including its organization, functions, and services.

102. State and Local Government (3)

Survey of the constitutional basis, structure, and functions of state and local governments in the United States. Prerequisite: PS 101 or permission of instructor.

Psychology (PSY)

Associate Professors Massey, Reinhart

101. Introduction to Psychology (3)

Introduction to the scientific study of behavior and mental processes; topics include biological foundations of behavior, learning, motivation, development, abnormal behavior, personality and social interaction. (Fall, Spring)

201. Pathways in Psychology (1)

Study of career planning and developmental issues; topics include overview of psychology major, career options, preparing individual portfolios, and anticipating graduate school and employment. (Fall, Spring)

205. Human Development (3)

Survey of human development throughout the life span; emphasis on current theory and research in physical, cognitive, linguistic, emotional and social development. Prerequisite: PSY 101. (Fall, Spring)

211. Research Methods I (4)

Principles and methods of research in the behavioral sciences. Prerequisite: PSY 101; MAT 108 and 109 ("C" or better). (Fall)

212. Research Methods II (4)

Advanced course in research methods combining text-based learning of more complex methodological techniques and analyses with design, implementation, analysis, report writing, and presentation of a research project in collaboration with others. Prerequisites: PSY 211. (Spring)

301. Social Psychology (3)

Study of the relationships of individuals with each other and society; topics include social interaction, attitude formation and change, group structure and process and social factors in perception. Prerequisite: SOC 101 or PSY 101 or permission of instructor. Also listed as SOC 301. (Fall, Spring)

312. Principles of Learning (3)

Survey of principles of behavior and learning and their significance for psychological theory and application. Prerequisite: PSY 211.

314. Physiological Psychology (3)

Survey of the physiological bases and mechanisms of behavior. Prerequisites: BIO 150, CHE 101, PSY 211 or permission of instructor.

- 316. Personality** (3)
Study of major theories of personality; organization, dynamics, development and assessment of personality. Prerequisite: PSY 101. (Fall, Spring)
- 318. Industrial/Organizational Psychology** (3)
Study of psychological principles applied to personnel policies, work environment, production efficiency, and decision making in industrial and non-industrial organizations; topics include employee selection and training, work motivation, organizational communication and leadership. Prerequisite: PSY 101.
- 350. Abnormal Psychology** (3)
Study of mental and emotional disorders; incidence, causes, symptoms, treatment, and prognosis of various conditions. Prerequisite: PSY 101. (Fall, Spring)
- 360. Cognitive Psychology** (3)
Study of how the mind perceives, organizes, and remembers information. Topics include attention, knowledge representation, memory, language, and reasoning. Experiences include data compilation, analysis, evaluation, and reporting; critical reading of supplementary articles; demonstrations; and discussion. Prerequisite: PSY 211.
- 375. Counseling Psychology** (3)
Study of major theories and techniques of counseling and psychotherapy with attention to the basic helping skills common to all therapeutic interaction. Prerequisite: PSY 101. (Fall, Spring)
- 380. Psychology of Religion** (3)
Empirical analysis of the effects religion has on the individual; topics include religious development; religious expression; religious conversion; religious attitudes and behaviors; and religion's effects on mental health. Prerequisite: PSY 101. Same as REL 380.
- 410. History and Systems of Psychology** (3)
Examination of psychology from its origins in philosophy, biology, and physics through the major schools of psychology and current perspectives of behavior. Prerequisite: Senior standing or permission of instructor.
- 490. Individual Project** (3)
Designed for upper level psychology majors; extensive written review or a research project with a paper under the direct supervision of a faculty member. May be repeated once for credit; course will count as a general elective in Human Services concentration; for all, if taken a second time, it will count as a general elective. Prerequisites: 12 hours of PSY courses, including PSY 211, and permission of instructor. (Fall, Spring)
- 491. Internship** (3)
This course is designed to provide exposure to the work of a human services organization and to provide an opportunity for career exploration. Prerequisite: Junior Psychology major standing. (Fall, Spring)

Religion (REL)

Associate Professors Motes, Mynatt; Instructor Patterson

- 105. Introduction to the Bible** (3)
Literary, historical, and theological introduction to the Bible.
- 106. The Teachings of Jesus and Their Contemporary Application** (3)
Study of the teachings of Jesus as represented in the New Testament and their interpretation and application, both historically and in modern American religious life; includes an emphasis on Christian ethics. Prerequisite: REL 105.
- 151. Dimensions of Ministry** (1)
Introduction to Christian ministry.

- 152. Spiritual Formations** (1)
Introduction to spirituality, emphasizing attentiveness to the flow of grace around us and nurturing the inner life with God.
- 201. Intermediate Biblical Studies** (3)
Advanced study of issues in Biblical Studies. Prerequisites: REL 105 and 106.
- 203. Research Methods in Religion** (1)
Introduction to research skills needed for Religion and Christian Ministry majors in 300/400-level courses. Prerequisites: REL 105 and 106.
- 251. The Helping Process** (1)
Study of the social dimensions of ministry, individual concerns, and relationships.
- 290. Introduction to Ministry Internships** (1)
Placement in varied ministerial settings in music, education, pastoral ministry, missions work, and social ministries.
- 310. Hebrew Prophets** (3)
Study of prophecy in Israel and the prophetic literature of the Old Testament; emphasis on the historical setting of the prophets, the literary forms used in prophetic preaching, and the contemporary relevance of the prophetic message. Prerequisite: REL 201.
- 311. Hebrew Poetry and Wisdom Literature** (3)
Study of Proverbs, Ecclesiastes, Job, Psalms, and Song of Solomon; explores wisdom thinking in Israel and the characteristics of Hebrew poetry. Prerequisite: REL 201.
- 312. Introduction to Biblical Hebrew** (3)
Survey of reading biblical Hebrew; basic grammar and vocabulary are emphasized. Prerequisite: REL 201.
- 320. Life and Teachings of Jesus** (3)
Survey of the life and ministry of Jesus and an interpretation of His teachings. Prerequisite: REL 201.
- 321. Life and Letters of Paul** (3)
Survey of the life of Paul with special attention on an exposition of his letters. Prerequisite: REL 201.
- 322. Introduction to Biblical Greek** (3)
Study of basic Greek grammar and vocabulary in order to read simple narrative passages from the New Testament. Prerequisite: REL 201.
- 330. World Religions** (3)
Survey of major contemporary religious traditions with special attention to beliefs, practices, and historical background; includes manner in which each addresses common human questions. Prerequisite REL 106.
- 331. Christian Thought** (3)
Survey of the writings of prominent Christian thinkers addressing perennial human questions. Prerequisite: REL 106.
- 332. Baptist History** (3)
Survey of the history of the Baptist tradition. Prerequisite REL 106.
- 335. History of Christianity** (3)
Survey of the history of the Christian church. Prerequisite: REL 106.
- 336. The Age of Reformation** (3)
Study of issues related to the birth and development of Protestant Christianity in sixteenth-century Europe. Prerequisites: Completion of 6 hours in history and 6 hours in religion each or permission of instructor. Same as HIS 336.

350. Christian Education and Ministry Management (3)

Study of areas of Christian education in the context of church organizations and ministry management principles.

380. Psychology of Religion (3)

Empirical analysis of the effects of religion on the individual; topics include religious development; religious expression; religious conversion; religious attitudes and behaviors; and religion's effects on mental health. Same as PSY 380. Prerequisite: PSY 101.

390. Specialized Ministry Internships (1)

Advanced study of Christian vocations; includes lectures, interviews, discussion groups, outside reading, and semester-long field experience. Prerequisite: REL 290.

415. Old Testament Topics (3)

Study of specialized topic of Old Testament; includes individual research projects under faculty supervision. Prerequisite: REL 201. May be repeated once for credit.

425. New Testament Topics (3)

Study of specialized topic of New Testament research; includes individual research projects with faculty supervision. Prerequisite: REL 201. May be repeated once for credit.

490. Internship (1-3)

Students apply classroom skills and insights in actual work environments under professional supervision. May be repeated once for credit. Prerequisite: Senior standing in Religion or Christian Ministry and approval of Humanities Division Chair.

491. Christian Ministry Capstone (3)

Research, career preparation, senior project, and/or study abroad.

496. Senior Seminar 1 (1)

Topic selection and proposal for the research paper for REL 497; includes career planning, resume writing, and job interviewing. Prerequisite: Senior standing. (Fall)

497. Senior Seminar 2 (3)

Capstone course including a major research paper synthesizing themes from student's major; includes oral presentation and defense of the research. Prerequisite: REL 203 and 496. (Spring)

Sciences (SCI)

101. Introduction to the Sciences (3)

Study of the scientific method and the fundamental concepts of biology, chemistry, and physics.

Sociology (SOC)

Associate Professor Tribble; Instructor Stewart

101. Introductory Sociology (3)

Survey of the main cultural factors and social structures of society. (Replaces SOC 201.) (Fall, Spring)

202. Social Problems (3)

Study of contemporary United States social problems and investigation methods. Prerequisite: SOC 101 or permission of instructor. (On demand)

301. Social Psychology (3)

Study of relationships of individuals with each other and society; topics include social interaction, attitude formation and change, group structure and process and social factors in perception. Prerequisite: SOC 101 or PSY 101 or permission of instructor. Same as PSY 301. (Fall, Spring)

303. Marriage and the Family (3)

Study of historical, religious, cultural and sociological factors of the contemporary family in the United States with cross-cultural analyses. Prerequisite: Soc. 101. (Replaces SOC 203.) (Fall, Spring)

310. Race and Ethnic Relations

(3)

Survey of historical and social background of race and ethnicity in American society, including cross-cultural perspectives. Prerequisite: SOC 101, or permission of instructor. (Fall)

320. Sociology of Mental Illness and Substance Abuse

(3)

Explores the relationship between society, mental disorder, and substance abuse as related to their respective origins and forms of prevention and treatment. Societal concepts of drug abuse and related treatment issues are analyzed in relation to the influence of cultural factors in contemporary American society.

398. Criminal and Deviant Behavior

(3)

A sociological examination of deviant behavior. Involves an analysis of “social norm breaking” and/or criminal activity, e.g. violent crime, normative crime, white-collar crime, juvenile delinquency, mental illness, and other forms of individual or institutional deviance.

Spanish (SPA)**Professor Jacks; Associate Professor Korn, Assistant Professor Palacios**

A student with one or more high school language credits may take the Spanish Placement Test during orientation with the option of being placed at a higher level. Upon completion of the higher level course with a grade of “C” or better, the student will receive credit for the course bypassed.

Students with prior study in educational institutions in which Spanish is the primary language are not allowed to receive credit for the elementary level of the native language. They should enroll in courses at the 300/400 level of the native language, or complete the 101-102 sequence of another language.

101. Elementary Spanish 1

(3)

Introduction to pronunciation, grammar, reading of simple texts and aural-oral practice; open only to students with little (one HS credit) or no previous study of Spanish. (Fall)

102. Elementary Spanish 2

(3)

Continued study of additional verb tenses and grammatical structures and reading assignments of higher complexity. Prerequisite: SPA 101. (Spring)

131. Elementary Spanish in Review

(5)

One-semester study of the basics of Spanish covered in 101-102; for students who have had some previous study of the language. Prerequisite: Two or more credits of high school Spanish with a grade of C or better or satisfactory score on Spanish Placement Test. Successful completion of this course will complete the two-semester general education foreign language requirement. A student may exempt this class, for credit, upon making a superior score on the Spanish Placement Test and completing SPA 201 with a grade of “C” or better.

201. Intermediate Spanish 1

(3)

Application of grammatical skills in reading and writing; includes study of all Spanish speaking countries. Prerequisite: SPA 102 or 131 or superior score on Spanish Placement Test. (Fall)

202. Intermediate Spanish 2

(3)

Continuation of SPA 201, with an additional selection of reading materials; emphasis on reading and writing in Spanish. Prerequisite: SPA 201 or permission of instructor. (Spring)

305. Advanced Spanish Conversation and Phonetics

(3)

Guided practice, including review of the sound system of Spanish and improvement of aural and oral abilities necessary for normal conversational speed. Prerequisite: SPA 202 or permission of instructor.

- 310. Oral Spanish Practice I** (1)
Oral practice in Spanish supplementing coursework in grammar and literature; emphasis on precision, fluency and native-level speed in conversation on topics of general interest to educated speaker and current topics in several Spanish-speaking countries. Prerequisite: SPA 202 or permission of instructor.
- 321. Survey of Spanish Literature I** (3)
Study of the early period of Spanish literature, from the jarchas and El cid to the end of the Baroque era; includes works of Cervantes, Lope de Vega and Calderón. Prerequisite: SPA 202 or permission of instructor.
- 322. Survey of Spanish Literature II** (3)
Study of the modern period of Spanish literature, from approximately 1700 to the present; includes prose, poetry and dramatic works along with sufficient historical and literary background to understand their context and appreciate their value. Prerequisite: SPA 202 or permission of instructor.
- 325. Survey of Spanish American Literature** (3)
Study of the literature of Spanish America, from the Colonial period to the present; includes prose, poetry and dramatic works along with sufficient historical and literary background to understand their context and appreciate their value. Prerequisite: SPA 202 or permission of instructor.
- 341. Spanish Civilization** (3)
Survey of the civilization of Spain including history, geography, the origins of its people, and its cultural products; topics include pre-Roman and Roman civilizations, the Arabic influence, the Reconquista, Ferdinand and Isabella and the Spanish Empire, the Golden Age in the arts, and the development of modern-day Spain. Prerequisite: SPA 202 or permission of instructor.
- 342. Spanish American Civilization** (3)
Survey of the civilization of Spanish America including history, geography, the origins of its people, and its cultural products; topics include pre-Columbian civilizations, the Spanish influence, independence movements, the origins of the countries of Spanish America, and the development of modern Spanish America. Prerequisite: SPA 202 or permission of instructor.
- 405. Advanced Spanish Grammar and Composition** (3)
Detailed study of Spanish grammar in several types of writing. Prerequisite: SPA 202 or permission of instructor.
- 410. Oral Spanish Practice II** (1)
Continuation of Spanish 310; Oral practice in Spanish supplementing coursework in grammar and literature; emphasis on precision, fluency and native-level speed in conversation on topics of general interest to educated speaker and current topics in several Spanish-speaking countries. Prerequisite: SPA 310.
- 450. Topics in Hispanic Literature** (3)
Study of selected topics in the literature of Spain or Spanish America; topics vary. Prerequisite: SPA 202 or permission of instructor.
- 490. Seminar** (3)
Capstone presentations of research; topics include preparation for professional work in the area of Spanish language and culture. Prerequisite: Senior standing in SPA or permission of instructor.

Speech (SPE)

Associate Professor Oxford

- 102. Public Speaking** (3)
Introductory course in principles of speech; topics include outlining, delivery, oral communication, persuasion, listening, and leadership; opportunities to develop proficiency in several forms of public address.

Theatre (THE)

Professor Larson; Associate Professor Oxford; Assistant Professor C. Wood

101, 201, 301. Theatre Production (1)

A lab/practicum course in play production. The course provides students practical experience in theatre production through both acting and technical work. The course is required for Theatre Majors and open to non-majors. Courses may be taken twice.

112. Movement for the Stage (1)

Introduces students to the principles of efficient and expressive stage movement. Specific topics include appropriate warm-up practices, basic dance techniques and strategies for efficient, tension-free, physical expression. Prerequisite: Theatre Major or permission of instructor.

120. Theatre Forms (3)

An introduction to the genres, history, and practitioners of the theatre. Intended for beginning theatre students, the course will examine the dominant theatrical forms and dramatic theories supporting the various plays studied in the class. Prerequisite: Theatre Major or permission of instructor.

130. Stagecraft (3)

Introductory to technical aspects of the theatre; study of the function and construction of scenery, lighting, sound, properties for theatre, the design process and hierarchy and management in a theatre organization. (Replaces THE 213.)

210. Voice and Diction (3)

Study of articulation, pronunciation, diction, and vocal style; topics include regional speech patterns, oral interpretation, phonetics, and non-verbal delivery.

212. Beginning Acting (3)

Creation of dramatic characters through honesty, exploration, interaction and spontaneity; involves memorization and mastery of individual monologues and partner scenes.

220. Theatre History I (3)

A literary and historical study of the genres and themes of theatre history from the ancient Greek period through the mid-nineteenth century. Advanced theatre research skills are integrated through a playwright research project. Prerequisite: Theatre Major or permission of instructor.

222. Theatre History II (3)

A literary and historical study of the genres and themes of theatre history from the mid-nineteenth century until the present. Advanced theatre research skills are integrated through a playwright research project. Prerequisite: Theatre Major or permission of instructor.

312. Advanced Acting (3)

Provides an advanced level of acting training in the area of including text and character analysis, as well as movement and scene study. A laboratory course requiring concentrated scene work. Prerequisite: Junior standing in Theatre major.

330. Theatre Management (3)

The course will train students in the management techniques of stage production and theatre administration. Emphasis will be placed on stage management, box office management, theatre production, commercial and non-profit practices, as well as production planning and oversight. Prerequisite: Junior standing in Theatre Major.

340. Play Directing (3)

Practical study of various components of play directing; topics include principles of composition, picturization, characterization, development of a formal prompt book, and the public presentation of a directing scene. Prerequisite: Junior standing in Theatre major or permission of instructor. (Replaces THE 310).

360. Theatre Ministry (2)

A practical exploration of the use of drama and theatre as a form of ministry, both in the church and in the secular setting. Prerequisite: Junior standing in Theatre Major.

401. Theatre Production

(1)

The senior-level, laboratory course in play production. The course provides students practical, leadership experience in theatre production through both acting and technical work. Seniors receive one-hour credit for assuming a leadership role on the production team or a lead role in a play. The course is required for Theatre Majors and open to non-majors who have taken THE 101, 201, and 301. Course may be taken twice.

490. Advanced Topics Seminar

(2)

Advanced Topics will provide students a research-based seminar experience in the fall of their junior and senior years. Topics will rotate from year to year and may include: specific historical production styles, Asian theatre, children's theatre, creative dramatics, as well as lighting, make-up and costume design. Prerequisite: Junior standing in Theatre Major. Course may be taken twice. (Formerly numbered 492.)

492. Senior Project

(3)

The course is the capstone experience for the Theatre Production Option. Students will demonstrate a level of independent expression in acting, play directing or visual design. Mentored by the faculty member, each student's work will be presented in a public performance. Prerequisite: Senior-standing in Theatre Major.

495. Theatre Internship

(3)

The course is the capstone experience for the Arts Administration Option. The Theatre Internship will provide students with the opportunities to utilize their theatre management skills in a professional or community-based setting. Prerequisite: Senior standing in Theatre Major.



Student Development



The Student Development staff at Anderson College is concerned with the provision of programs and services for students outside the classroom. Anderson College's faculty and staff are committed to assisting students as they strive to develop intellectually, physically, socially, morally, and spiritually. Students are responsible for their own actions, not only to self and to God, but also to the college and to fellow students. Choosing to join this campus community obligates each person to a code of behavior guided by the Christian principles of love of God, neighbor, and self. Students in the Anderson College community agree to practice the following: Respect for Others, by acting in a manner respectful of the rights and privileges of others and upholding that every member of the campus community, regardless of race, sex, age, disability, or religion, has the right to grow and learn in an atmosphere of respect and support; Respect for Property, by acting in a way that respects personal, college and community property and refraining from actions wasteful or destructive to individuals, property, or the environment; Respect for Truth, by exhibiting high standards of integrity and moral obligation in relation to roommates, friends, students, peers, and family while avoiding all forms of lying, cheating, stealing, and plagiarism; Respect for Rules, Regulations, and Law, by abiding by and supporting the rules and regulations of the college Code of Conduct, along with all federal, state, and local laws and ordinances; and Respect for Academic Integrity, by doing one's own coursework, in preparation for all assignments and in the classroom.

All Anderson College students, whether resident or commuting students, should expect to find a supportive campus environment with unlimited opportunities for learning, growing, and enjoying life. All students are encouraged to take an active part in the life of the college community, to join campus social and academic organizations, to participate in intramural sports, and to enjoy the various musical, theatrical, and cultural events hosted at Anderson College.

OPPORTUNITIES FOR INVOLVEMENT

Because all of a student's time is not spent in classes and studying, Anderson College offers a variety of extracurricular activities that provide opportunities for intellectual, physical, and social growth. The opportunities for growth will assist the student in development and maturity in order to help the student become a better campus citizen and perhaps a leader in the world outside the college. With the help of student leaders, the Student Activities Director coordinates campus activities that are designed to provide opportunities for wholesome recreation and personal development. Some of the many events planned are movies, dances, tournaments, short courses, travel, and leadership training.

Campus Organizations

Opportunities for service and fellowship are offered by membership in the following organizations and groups: A.C. Ambassadors, "A.C. Echoes" (student newspaper), A.C. Equestrian Team, A.C. Fellowship of Scientists, Alpha Chi, American Choral Directors Association, American Society of Interior Designers, Baptist Campus Ministries (BCM), Campus Activities Board, Chi Alpha Sigma, Cheerleaders, College Republicans/Democrats, Collegiate Business Forum, Collegiate Music Educators – MENC, Dead Poets' Society, Education Club, Fellowship of Christian Athletes, Gamma Beta Phi, History and Government Club, Interim Youth Ministry Teams, International Club, Journey Team, Minorities Involved in Change, National Art

Education Association – Collegiate Chapter, National Association of Teachers of Singing, Pep Club, Praise Choir, Psychology Club, Reformed University Fellowship (RUF), Residence Hall Association, S.A.D.D., SonCatchers, Spanish Club, Student Alumni Council, Student Government Association, and Young Life.

In addition, all Anderson College students have the opportunity to participate in the various music ensembles on campus. These musical groups include the Anderson College Choir, the Anderson College Chamber Singers, the Anderson College Wind Ensemble, the AC Ensemble, Radiance, the Anderson Symphony Orchestra, the Anderson College String Ensemble, and various choral and instrumental chamber ensembles. Check with the secretary of the Fine Arts Division for information on membership in these organizations.

Religious Life

Because Anderson College is a Christian institution sponsored by the South Carolina Baptists, religious activities are an important facet of campus life. Religious activities are varied; and all students, regardless of denominational affiliation or religious faith, can find means of expressing their faith under the Campus Ministries program. The Campus Ministries program provides the following opportunities: Baptist Campus Ministries, Charismatic Christian Fellowship, Collegiate Bible Study, Reformed University Fellowship, large group Bible study, residence hall Bible studies, fellowships, Journey Teams, Church Related Vocations Association, Fellowship of Christian Athletes, work with a local nursing home, ministry with the children at the Boys and Girls Club and Jim Ed Rice Community Center, attendance at state BCM conventions, and Spiritual Emphasis Week.

Campus Ministries encourages students, faculty, and staff to integrate their beliefs internally, as well as externally to the community at large. Mission trips are taken at home and abroad during spring break and summer in order to work with missionaries, as well as to cook and serve meals in various soup kitchens locally. Other projects include work with Habitat for Humanity and local churches. Students are also encouraged to become involved in a local church during their stay at Anderson College.

Sports, Intramural and Athletics

Anderson College has many intramural sports activities available to all students. Opportunities include basketball, billiards, flag football, golf, miniature golf, powder puff football, racquetball, sand-court volleyball, softball, and tennis. Students are encouraged to participate in the many teams that are organized to provide fun, exercise, and spirited competition.

Students may participate in a wide range of intercollegiate sports while enrolled at Anderson College. Women may participate in cross country, track & field, soccer, basketball, volleyball, tennis, golf, and fast-pitch softball. Men's teams compete in cross country, track & field, soccer, wrestling, basketball, baseball, golf and tennis. Anderson College is a member of the National Collegiate Athletic Association (Division II) and the Carolinas-Virginia Athletic Conference (CVAC). Also under the athletic umbrella are the club teams of Equestrian and Cheerleading.

Student Government

Every student enrolled at Anderson College is automatically a member of the Student Government Association. The object of the SGA is “to foster student interests and

activities, to maintain high standards of scholarship and honor among students, to aid in administering regulations, and to transact business pertaining to the student body.” The Administration and the Board of Trustees of Anderson College believe that the welfare of the College will be advanced by the development of an efficient system of self-government among the students. Students have been entrusted to share in matters relating to student conduct, loyalty and honor. It is the duty of each student to uphold the highest standards of conduct, loyalty and honor in all phases of college life.

Every student who wants to become involved in the Student Government Association has ample opportunity. In addition to numerous elected positions, the President of the SGA appoints members to committees under the jurisdiction of the SGA. Every student has an opportunity to serve, whether a commuter or a resident and whether a freshman, sophomore, junior, or senior. (A complete description of the organization of the Student Government Association may be found in the *Student Handbook*.)

Student Publications

Student publications include “Ivy Leaves,” a literary journal published once a year and “AC Echoes,” a student newspaper published each month. “Ivy Leaves,” which is sponsored by the faculty in English, solicits short stories, poetry, drama, and art from students. Major staff positions for “AC Echoes” are filled in the spring of each year. However, staff positions are always open for students who wish to serve on the publication staff. In addition, Anderson College maintains a television production studio. All of these student media are designed primarily to be direct extensions of the classroom experience, supervised by faculty members and budgeted as part of the academic program.

Traditions

President's Reception. During the opening days of the fall semester, members of the campus community are invited to the President's home for an outdoor reception, allowing new students the opportunity to meet other students, faculty, and staff.

Christmas First Night. Presented as a gift to the Anderson community to usher in the season of Advent, this tradition highlights student leaders and musical groups in an evening of praise and worship.

Dr. Martin Luther King, Jr. Day On for Service. On a mid-January day, the campus community engages in over 1,500 hours of service projects throughout the greater Anderson area, as classes are postponed and a special event is held in the evening.

Founders' Day. Celebrated in mid-February, this convocation service focuses on the heritage of Anderson College.

Homecoming. Typically held during the spring semester, alumni join students as class representatives are selected to the Homecoming Court and a Queen and King are selected from the senior class; athletic events, dances, concerts, and alumni programming usually accompany the event.

HONORS AND RECOGNITIONS

Students at Anderson College are eligible for many outstanding awards, based on academic achievement, leadership, personal character, and service to the college and the community. These recognitions include, but are not limited to, the following:

Who's Who in American Colleges and Universities; Academic Awards in the various Majors; the Denmark Society; the President's Award; Dean's List, and the South Carolina Independent Colleges and Universities' Student of the Year.

STUDENT DEVELOPMENT

The College provides a comprehensive program of student development. All activities and programs are designed to help students to have positive and rewarding personal growth experiences while at Anderson College. The areas within Student Services include the following: Academic Services, Campus Ministries, Career Planning and Placement, Counseling, Health Services, Intramurals, Orientation, Residence Life, Security, and Student Activities.

Academic Services

Academic guidance and support are available to all students through the Academic Services Center. Students receive individualized assistance in developing methods of effective study and time management. Workshops are also provided regularly for a variety of study skills. If a student with a verifiable learning disability wishes to receive special considerations or assistance and has not already provided documentation to the Admissions Office, he or she must provide a valid assessment report to the Academic Services Center. Documentation should be no more than three years old. While the College does not offer any academic programs or courses designed especially for learning disabled students, services may be provided, including extended testing time and note-taking assistance. Accommodations may be made through contacting the Director of Academic Services. (See Handbook for Students With Special Needs.)

Anderson College Transforming Students (ACTS)

ACTS is a multifaceted approach that seeks to provide for entering students opportunities for academic enhancement, social development, and spiritual enrichment. Most importantly, ACTS provides a personal support system through a freshmen mentoring program that is structured to help students make a successful transition from high school to college. In addition, students complete an extensive academic and social skills inventory during orientation, which provides important information for academic advisors and freshmen mentors. The uniqueness of the ACTS program comes in 1) the collaborative support of both academic and student affairs, 2) the combination of new and traditional services within a structured design, and 3) the key component of a centralized coordination effort.

Bookstore and Campus Mail

The bookstore and campus mail office are located in the Student Center. The bookstore carries a wide selection of required and optional reading, course supplies, clothing, and other merchandise. Each residential student is assigned a mailbox and regular mail delivery and service is in operation unless the college is closed.

Career Planning and Placement

The Office of Career Services provides assistance to students by helping them relate their career goals to their educational plans. The staff seeks to meet students at their individual level of need in developing a self-directed career search. This may begin through counseling on career majors, career direction, and career interest inventories. The career resource library provides information on internships, preparation for career

fairs, and on-campus recruiting. Students may participate in workshops on the traditional approach to job searching, internet job searching, networking, resume writing, and interviewing. Staff are available to critique resumes and conduct mock interviews. The office maintains listings of part-time and full-time jobs. If graduate study is an option for students, this office can provide information regarding financial aid and appropriate admissions tests.

Counseling

Counseling is a process of assessing both academic and personal growth, discovering potential, dealing with adjustment problems, and developing plans that will create a more satisfying lifestyle. A variety of counseling services are available to all students. There is no charge for most services, and the highest ethical standards are maintained. Individual, confidential personal counseling is available to students. This type of counseling is useful for those who are having significant problems with adjusting to life changes. It may also be appropriate for those who are having significant distress over interpersonal relationships or personal emotions and feelings. Referral service is available for those having needs that cannot be met by the college counseling center.

Dining Services

Martin Dining Room in Merritt Administration Building and the Canteen in the Student Center are the primary settings for food service on campus. Residential students must select one of the college meal plans. Aramark is the contracted food service vendor for the college.

Freshmen Programs and Community Service

The Office of Freshmen Programs and Community Service exists to provide support and assistance to new students in making a successful transition to college. In addition to the program targeting new students, the Office also coordinates activities, which provide opportunities for faculty, staff, and students to live out the mission of the College by practicing the Christian principle of service to others.

Health Services

The goal at the Health Services Center is to provide a Christ-centered clinic that will provide care to enhance the educational process, by removing or modifying barriers to learning and to promote an optimal level of wellness. The Center is located on the bottom floor of The Village. A full-time nurse is available to triage the students and arrange for a physician referral if necessary. The clinic is available to all faculty, staff, and students. (Daily hours and drop-in times are posted at the beginning of each semester.)

Orientation

Through Orientation to Anderson College, new students embark upon a successful transition to college life. The Orientation program is designed for participation by all new students, and sets the stage for future success in college. The program is so successful in helping students acclimate to college that students are at a great disadvantage if they do not attend. Parent and spouses are included in the programming and are encouraged to attend as well. Students may select to attend any one of two dates set for Orientation. The program involves placement testing; get-acquainted activities with other students, faculty, and administrators; introduction to academic majors; academic advising; and first semester course selection.

Campus Safety

Maintaining the safety of the campus community is the preeminent concern of college officials. While a college campus is an open environment and no assurance of complete immunity from risk can be made, the college is committed to implementing the highest standards of safety and health promotion in accord with its safety management plan. In compliance with the Federal Crime Awareness and Security Act of 1990, Anderson College prepares an annual report setting forth campus security policies and campus crime statistics. This report, which also contains safety and security tips, is furnished to all current students and employees and to any applicant for enrollment or employment upon request.

The primary purpose of the Campus Safety department is to protect the property and lives of the faculty, staff, students and guests of Anderson College. The department is also responsible for enforcement of parking regulations. The security officers are employees of Anderson College. They are certified by the state of South Carolina, and have the same arrest power of a deputy sheriff. One or more members of the department are on duty 24 hours a day during the time school is in session. The officers are available any time after dark to transport students from their cars to their campus housing or from one building to another on campus. Officers will assist students with dead batteries and keys that are locked inside cars.

HOUSING AND RESIDENTIAL LIFE

The Resident Life staff makes every effort to ensure harmonious and enjoyable living conditions conducive to study and comfort within the resident halls. Anderson College housing includes convenient single sex residence halls and smaller apartment style buildings. Room assignments are made by the Residence Life Office. Students who wish to live in a residence hall must maintain a minimum academic load of 12 semester hours.

Believing that students benefit in personal growth and educational opportunity from residential living, Anderson College requires all freshman and sophomore students to live in campus housing. Students who desire to live off campus prior to their junior year must meet criteria described in the *Student Handbook*. Residence halls are staffed by adult supervisors and student resident assistants. The resident assistants are student leaders who are available to help guide their peers in developing good community living. Students are encouraged to take leadership roles in the residence halls to help maintain a quality environment. Resident students are expected to maintain a clean and healthy living environment. Residing in campus housing is a privilege. Students who fail to meet the standards and expectations outlined in the *Student Handbook* may lose the privilege of campus housing.

CONDUCT AND EXPECTATIONS

As members of the College community, students enjoy the rights and privileges that accrue to such membership. Additionally, students are expected to abide by all College rules and regulations and by the laws of the city, state, and nation. Students are expected to act responsibly and to avoid conduct detrimental in its effect upon themselves and the College, both on and off campus. The College reserves the right to take disciplinary action if students are involved in illegal or irresponsible conduct on or off campus.

Statement of Values

The basis of all interaction at Anderson College is the expectation that students, faculty, and staff will behave in accordance with the values of a Christian academic community. Anderson College's ideals are the ideals of Christian people. Each student is responsible for his or her actions, not only to self and to God, but also to the College and to fellow students. Student responsibilities and expectations are described in full in the *Student Handbook* found on the AC website. (A personal copy may be obtained, if needed, from the Student Development Office).

By enrolling at Anderson College, each student makes a commitment to be guided by the Christian principles of love of God, neighbor and self.

Student Responsibilities and Expectations

The person-centered philosophy, which is at the heart of the college's educational mission, affects the lives of all who are part of the campus community. This is based on the assumption that all who live and work here recognize the worth and dignity of all people and the special contributions they make to the college, to society, and to the Christian community. Community life involves both enhancements to and restrictions on our personal and collective freedoms and concurrently necessitates both internal and external restraints. Discipline is the responsibility of all members of the community to ensure the preservation of the common good.

Students who feel they have been treated unfairly, capriciously, or arbitrarily, may appeal the decision. Generally, this involves a written statement to the person or office within one calendar month of the decision in question. If the matter is not resolved, it may be appealed to the next highest authority. The college is committed to procedural fairness in resolving violations of the Disciplinary Code. Full disclosure of charges, a hearing, advisory counsel by a student, faculty, or staff member, the right to testify on one's own behalf, the right to be present, and the right to appeal to the Judicial Board and/or Supreme Court are guaranteed.

Familiarity with the academic and social guidelines of the college is a responsibility of each member of the campus community. This includes all matters governing academic programs and policies, graduation requirements, student life policies, cooperation with college officials in matters related to institutional effectiveness, and other responsibilities as a contributing member of the campus community. This catalog, various academic program handbooks, the *Student Handbook*, and official college publications, whether in print or electronic form, exist for the purpose of conveying such information. Membership in the community is a privilege and not a right.

Academic Honesty

Students are expected to observe the highest ethical standards pertaining to academic achievement. Without honesty there is no achievement. Plagiarism, fabrication, cheating, and academic misconduct are serious offenses and may result in dismissal from the course or the college. Initial jurisdiction in such offenses is with the professor and division involved. The nature of offenses, appeals process, penalties, and consequences are outlined in the *Student Handbook*.

Policies

Alcohol, Tobacco, and Firearms. Use, possession or distribution of alcoholic beverages or containers on campus, at college functions, at functions where Anderson College is officially represented and/or public intoxication is prohibited. The use of any tobacco products is prohibited in all Anderson College buildings and must be confined to designated outside areas on campus. South Carolina law declares it a misdemeanor for any person to carry or have in their possession a firearm of any kind at a private or public school, college, or university. Individuals who violate this policy are subject to disciplinary action. (See *Student Handbook* for details.)

Controlled Substances. The illegal use, possession, and/or distribution of narcotic or other controlled substances is expressly forbidden. Individuals who violate this policy may be subject to applicable civil law and penalties. (See *Student Handbook* for details.)

Harassment. Anderson College promotes a learning and working environment free from religious, racial, or sexual harassment and violence. The college's policies address this as well as outline prevention programs, reporting procedures, and penalties for violation of the policy. (See *Student Handbook* for details.)

Motor Vehicles and Parking. The college controls traffic and parking on campus as conferred by the South Carolina Vehicle Code (SCVC) and the Security Office administers this. All operators of a motor vehicle, bicycle, or other form of transportation governed by the SCVC must obey appropriate rules and regulations ensuring the safety of all and the continued privilege of campus access. Knowledge of vehicle registration, acceptable parking areas, regulations, fines, and the appeals process are the responsibility of the operator and are detailed in the *Student Handbook*.

Theft or Damage to Personal Property. The college assumes no liability for theft or damage to personal property. Individuals are encouraged to have insurance to cover such events.

Interim Suspension

When the College Code of Conduct is violated (see full explanation in the *Student Handbook*), the College may pursue disciplinary action via established campus judicial procedures. In certain circumstances, the President of the College may impose a College or residence hall suspension prior to the hearing before a judicial body. The hearing should be scheduled as soon as possible to make a determination on the case. Interim suspension may be imposed only: (a) to ensure the safety and well-being of members of the College community or preservation of College property; (b) to ensure the student's own physical or emotional safety and well-being; or (c) if the student poses a definite threat of disruption of or interference with the normal operations of the College. During the interim suspension, students shall be denied access to the residence halls and/or to the campus (including classes) and/or all other College activities or privileges for which the student might otherwise be eligible, as the President may determine to be appropriate.

Presidential Right of Dismissal

The President of the College is authorized by the Board of Trustees to dismiss any student whose presence in the College, for reasons of health, conduct, or scholarship does not meet with the approval of the administration, or whose influence, whether by

word or deed, is injurious to other students or to the welfare and/or harmonious operation of the institution. A presidential dismissal supersedes all other College dismissal procedures or policies, does not require advance notice, and shall take effect at the sole discretion of the President. A student dismissed under this policy may be required to withdraw from enrollment and/or any or all dimensions of the campus community.



College Directory



Trustees

Terms expiring in 2005:

Leonard L. Brown, Jr.
 Ralph F. Carter, Sr.
 Wayne D. Dickard
 Van S. Gulledge
 W. Todd Morris

Terms expiring in 2006:

C. Mitchell Brooks
 Mary Anne W. Bunton
 Gerald J. Caskey
 Jerry K. Sosebee
 R. Leland Williamson

Terms expiring in 2007:

Margaret Bridges
 James Rudy Gray
 Julie Hershey
 Patricia Dell Panagakos
 Jerry C. White

Terms expiring in 2008:

Martha M. Axmann
 Timothy L. Edmonds
 Edward Stewart
 Thomas E. Thrift
 Aaron Bret Tolbert

Terms expiring in 2009:

Brandon E. Bailey
 Ralph F. Carter, Jr.
 Francis M. Crowder
 Delano McMinn
 Walter G. Sweet, Jr.

Administrative Officers (2005-2006)

(Date indicates beginning of service at Anderson College.)

Evans P. Whitaker, *President* (2002)

B.S., Gardner-Webb University; M.Ed., Ph.D., Vanderbilt University.

Danny M. Parker, *Vice President for Academic Affairs and Academic Dean* (2004)

B.A., M.A., Jacksonville State University; Ph.D., Auburn University.

J. Robert Cline, Jr., *Vice President for Christian Life* (2005)

B.A., Gardner-Webb University; M.Div., D.Min., Southeastern Baptist Theological Seminary.

Bob L. Hanley, *Vice President for Student Development* (1985)

B.A., M.A., Clemson University; Ph.D., University of Georgia.

R. Mark Hughes, *Vice President of Enrollment Services and Quality Initiatives* (1988)

A.A., Anderson College; B.S., M.H.R.D., Clemson University.

John M. Kunst, CPA, *Vice President for Finance and Administration* (2003)

B.S.Acc., Bob Jones University.

R. Dean Woods, *Vice President for Institutional Advancement* (1988)

A.A., Anderson College; B.A., Furman University; M.Div., The Southern Baptist Theological Seminary.

Faculty (2005-2006)

***indicates recipient of the Michael Boles Excellence in Teaching Award**

- *Dorota A. Abramovitch, *Professor of Chemistry* (1996)
M.S., Technical University of Wroclaw; Ph.D., Clemson University.
- Greg E. Allgood, *Instructor of Speech/Theatre* (2004)
A.A., Anderson College; B.A., Carson-Newman College; M.A.Comm.,
Southwestern Baptist Theological Seminary.
- H. Kyle Anderson, CMA, CPA, *Associate Professor of Accounting* (1997)
B.A., Furman University; M.P.A., Clemson University.
- Jane S. Cahaly, *Assistant Professor of Education and Director of Teacher Education* (2003)
B.S., Auburn University; M.A., Clemson University; Ed.D., Nova Southeastern
University.
- Linda W. Carlson, *Assistant Professor of Education* (1990)
B.A., Muskingum College; M.Ed., University of Pittsburgh.
- James W. Clark, *Professor of Music* (1970)
B.M., Mississippi College; M.M., Southern Methodist University; D.M.A.,
University of South Carolina.
- Jerry Clonts, *Associate Professor of Biology Emeritus* (1974)
B.S., Jacksonville State College; M.A., George Peabody College; Ph.D., Mississippi
State University.
- Nathan J. Cox, *Assistant Professor of Art* (2002)
B.F.A., Millikin University; M.F.A., Bradley University.
- *Wayne Cox, *Professor of English* (1992)
B.A., University of Maine; M.A., Ph.D., University of South Carolina.
- James R. Davis, *Professor of Accounting* (2005)
B.B.A., M.P.A., Ph.D., Georgia State University.
- Douglas Lee Davison, *Assistant Professor of English* (1979)
A.A., Anderson College; B.A., Furman University; M.A., Clemson University.
- Jacque W. Davison, *Associate Professor of Mathematics* (1978)
A.A., Anderson College; B.A., M.S., Clemson University.
- Cheryl B. deHoll, *Assistant Librarian/Cataloging* (1989)
B.A., University of the Pacific; M.L.I.S., University of South Carolina.
- George M. Ducworth, *Assistant Professor of Criminal Justice* (2004)
B.A., Clemson University; J.D., University of South Carolina.
- James S. Duncan, *Assistant Professor of Communication* (2000)
B.A., Deakin University; M.A., Ph.D., Regent University.
- Deirdre W. Francis, *Assistant Professor of Music* (2002)
A.F.A., Anderson College; B.M.E., Furman University; M.M., Westminster Choir
College.
- Brett W. Everhart, *Associate Professor of Kinesiology* (2004)
B.S., Oklahoma Baptist University; M.S., Penn State University; Ed.D., West
Virginia University.

- *Kim H. Freeman, *Assistant Professor of Mathematics* (1988)
B.S., M.Ed., Clemson University.
- *Robert Herman Fries, *Associate Professor of Physics and Astronomy* (1974)
B.A., Middlebury College; M.S., Rensselaer Polytechnic Institute.
- Margarit S. Gray, *Associate Professor of Biology* (2001)
B.S., Jacksonville State University; M.H.S., Medical University of South Carolina;
M.S., Ph.D., Clemson University.
- Bob L. Hanley, *Associate Professor of English and Education* (1985)
B.A., M.A., Clemson University; Ph.D., University of Georgia.
- James P. Haughey, *Professor of English* (1989-94, 1998)
B.A., M.A., Clemson University; Ph.D., University of South Carolina.
- Danny L. Hawkins, *Associate Professor of Education* (2004)
M.Ed., Ed.S., Clemson University; Ph.D., University of South Carolina.
- Margaret B. Hicks, *Instructor of Education* (1999)
B.S., East Tennessee State University; M.S., University of Tennessee.
- Diana S. Ivankovic, *Assistant Professor of Biology* (2004)
I.B., United World College of the Adriatic; B.S., Lander University; M.S., Ph.D.,
Clemson University.
- Shirley Revan Jacks, *Professor of French and Spanish* (1964-71, 1972)
A.A., Mars Hill College; B.A., Carson-Newman College; M.A., University of
North Carolina; Ph.D., University of Georgia.
- Changik Jo, *Assistant Professor of Economics* (2004)
B.A., M.P.H., Seoul National University; M.Ph., Ph.D., The City University of
New York.
- Peter J. Kaniaris, *Professor of Art* (1986)
B.F.A., Cleveland Institute of Art; M.F.A., University of Houston.
- Carol L. Karnes, *Professor of Management* (1991)
B.A., Eastern Michigan University; M.A., University of Michigan; M.B.A.,
Oakland University; Ph.D., Clemson University.
- *Ellen King, *Associate Professor of Mathematics* (1984)
A.A., Anderson College; B.S., M.Ed., Clemson University.
- David O. Korn, *Associate Professor of Spanish* (1987)
B.A., M.A., University of Wisconsin, Milwaukee; Ph.D., University of Michigan.
- Thomas R. Kozel, *Professor of Biology* (1992)
B.A., University of Miami; M.S., Ph.D., University of Louisville.
- William A. Laing, *Assistant Professor of Business* (2003)
B.S., University of New Hampshire; M.B.A., University of Montana; Ph.D., Capella
University.
- David Ward Larson, *Professor of Theatre* (1985-90, 1991)
B.F.A., Illinois Wesleyan University; M.A., University of Minnesota; Ph.D.,
University of Illinois.

*John Lassiter, *Professor of History* (1984)

B.A., University of North Carolina; M.A., College of William and Mary; Ph.D., University of North Carolina.

E. Anne Martin, *Associate Professor of Interior Design* (1981)

A.A., Anderson College; B.S.H.E., M.Ed., University of Georgia.

David E. Massey, *Associate Professor of Psychology* (1981)

B.A., University of South Florida; M.Div., The Southern Baptist Theological Seminary; M.Ed., Georgia State University; Ph.D., Fuller Theological Seminary.

Linda K. McCuen, *Assistant Professor of Education* (2003)

B.S., Eastern Kentucky University; M.Ed., Georgia State University; Ed.D., Nova Southeastern University.

Edgar V. McKnight, Jr., *Assistant Professor of English* (2002)

B.A., Wake Forest University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Kent Millwood, *Librarian* (1988)

A.S., Hiwassee College; B.S., University of Tennessee; M.Ed., Middle Tennessee State University; M.L.S., University of Tennessee.

*Jo Carol Mitchell-Rogers, *Professor of Art* (1988)

B.F.A., University of Georgia; M.F.A., Clemson University; Ph.D., University of Georgia.

James E. Motes, *Associate Professor of Christian Ministry* (2001)

A.A., Anderson College; B.A., Mars Hill College; M.Div., Southeastern Baptist Theological Seminary; M.S., Southern Wesleyan University.

*Daniel Stephen Mynatt, *Associate Professor of Religion* (1992)

B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary.

Valerie J. Owens, *Instructor of Computer Information Systems* (2001)

B.S., Clemson University; M.A., Webster University.

N. Denise Stevenson Oxford, *Associate Professor of Theatre* (1983)

B.A., M.A., Oklahoma State University.

Conny Palacios, *Assistant Professor of Spanish* (2004)

B.A., Saint Thomas University; Ph.D., University of Miami.

Danny M. Parker, *Professor of History and Political Science* (2004)

B.A., M.A., Jacksonville State University; Ph.D., Auburn University.

Brett C. Patterson, *Instructor of Religion* (2002)

B.A., Furman University; M.Div., Duke University; Ph.D., University of Virginia.

David L. Perry, *Assistant Professor of Music* (2005)

B.M., M.M., Arizona State University.

Betty Jo Pryor, *Associate Professor of Biology* (1967)

B.A., Tift College; M.Ed., University of Georgia.

Lewie H. Reece, IV, *Assistant Professor of History* (2002)

B.A., University of Alaska at Fairbanks; M.A., Clemson University; Ph.D., Bowling Green State University.

- David F. Reinhart, *Associate Professor of Psychology* (1999)
B.A., M.A., University of Windsor; Ph.D., California School of Professional Psychology.
- *Danny L. Rhodes, *Assistant Professor of Management* (2000)
B.A., Clemson University; M.A., Pepperdine University.
- Joy M. Rish, *Assistant Professor of Mathematics* (1986)
A.A., Anderson College; B.A., Carson-Newman College; M.A., Furman University; M.A., The Southern Baptist Theological Seminary.
- Rodney M. Rutland, *Associate Professor of Kinesiology* (2001)
B.S., University of South Carolina-Aiken, M.S., Ph.D., Auburn University.
- Rosemary F. Schiavi, *Associate Professor of Education* (2002)
B.A., Brescia University; M.S., C.A.S., Syracuse University; Ed.D., University of South Carolina.
- Patrice F. Shearin, *Assistant Professor of Kinesiology* (2005)
B.A., Columbia College; M.Ed., South Carolina State University.
- Greg A. Silver, *Instructor of Computer Information Systems* (2003)
B.B.A., M.S., Georgia State University.
- Henry S. Spann, *Instructor of English* (2002)
B.A., Wofford College; M.Ed., M.A., Clemson University.
- Joseph L. Spencer, *Associate Professor of Marketing* (2005)
B.A., Baylor University; M.Div., Temple Baptist Seminary; M.B.A., Vanderbilt University; M.S., University of Colorado, D.B.A., Argosy University.
- Sarah Lee Sprague, *Associate Professor of English* (1981)
B.A., Georgetown College; M.A., University of Kentucky.
- David Stern, *Associate Professor of Music* (2005)
B.M.E., University of Colorado, M.M., Ph.D., Texas Tech University.
- Laura Allison Stewart, *Instructor of Sociology* (2004)
B.S., M.S., Clemson University.
- Jena T. Trammell, *Associate Professor of English* (2000)
B.A., University of North Texas; M.A., Middle Tennessee State University; Ph.D., University of Tennessee, Knoxville.
- Marshall Kelly Tribble, *Associate Professor of Sociology and Education* (1973)
B.A., Mercer University; B.D., Southeastern Baptist Theological Seminary; M.Ed., Ed.D., University of Georgia.
- Jackie V. Walker, *Assistant Professor of Kinesiology* (2000)
B.A., Wesleyan College; M.A., Furman University.
- Angela H. Ward, *Instructor of Mathematics* (2004)
B.S., Furman University; M.S., Emory University.
- Tommy L. Watson, *Assistant Professor of Music* (2001)
B.A., Anderson College; M.M., D.M.A., University of South Carolina.
- Evans P. Whitaker, *Professor of Management* (2004)
B.S., Gardner-Webb University; M.Ed., Ph.D., Vanderbilt University.
- Eric B. Whitlock, *Instructor of Art* (2005)
B.F.A., The Atlanta College of Art.

Susan E. Wilk, *Assistant Professor of Education* (2002)

B.S., Eastern Illinois University; M.A., Ph.D., Marquette University.

Richard A. Williamson, *Associate Professor of Music* (1996)

B.M., Furman University; M.M., M.A., Eastman School of Music; D.M.A., University of Illinois.

Cara S. Wood, *Assistant Professor of Theatre* (2005)

B.A., Converse College; M.F.A., University of Mississippi.

*Joyce Ann Wood, *Professor of History* (1982)

B.A., M.A.T., Winthrop University; Ph.D., University of South Carolina.

Charles A. Wooten, *Associate Professor of Education* (2003)

B.A., Carson-Newman College; M.Ed., Clemson University; Ed.D., South Carolina State University.

Margaret Everhart Wooten, *Professor of English* (1969)

B.A., Wake Forest College; M.A., Appalachian State University; Ph.D., University of South Carolina.

Susan Baker Wooten, *Professor of Art* (1976)

B.A., Oklahoma Baptist University; M.F.A., Clemson University.

Part-Time Faculty (2004-2005)

Elizabeth R. Adams, *Education*

B.A., Clemson University; M.S., Johns Hopkins University; Ph.D., Clemson University.

John M. Addison, *Political Science*

B.A., The Citadel; M.P.S., Auburn University at Montgomery.

Andu E. Agbor, *Mathematics*

B.S., M.S., University of Ilorin.

Elizabeth J. Austin, *Music*

B.M., DePauw University; M.M., University of Cincinnati.

Bryan C. Bacher, *Mathematics*

A.S., Corning Community College; B.A., Keuka College; M.S.E., Alfred University.

Daniel B. Beck, *Psychology*

B.S., Toccoa Falls College; M.A., Southwestern Baptist Theological Seminary.

Patsy G. Belk, *Education*

B.A., Columbia College; M.Ed., Clemson University.

Ann M. Bishop, *Art*

B.S.Ed., University of Georgia.

Richard Bowers, *Art*

Philip Shane Bruce, *English*

B.A., Anderson College; M.A., Clemson University.

Robert E. Burks, *Liberal Arts Laboratory*

B.A., Mercer University; B.D., Th.M., Ph.D., The Southern Baptist Theological Seminary.

- W. Timothy Busha, *Criminal Justice*
B.A., Central Wesleyan College; M.C.J., University of South Carolina.
- E. Perry Carroll, *Music*
B.M., Baylor University; M.C.M., The Southern Baptist Theological Seminary;
Ed.D., New Orleans Baptist Theological Seminary.
- J. Trent Cason, *Human Services/Psychology*
B.S., Lander University; M.S., Augusta State University.
- J. Thomas Churan, *Management*
B.S., University of Pittsburgh; M.B.A., California State University – Fresno.
- T. Scott Clark, *Theatre*
B.A., Covenant College; M.F.A., University of California, Los Angeles.
- Petra A. Clay-Jones, *Human Services*
B.S.W., Tuskegee Institute; M.S.W., Atlanta University.
- Ashley S. Cowden, *English*
B.S., M.A., Clemson University
- James A. Dancik, *Chemistry*
B.A., Illinois Institute of Technology; M.S., Governors State University.
- Stephen M. Davis, *English*
B.A., M.A., Clemson University.
- Robert E. Detjen, *Mathematics/Physics/Physical Science*
B.S., University of Wisconsin-Oshkosh; Ph.D., Kent State University.
- Wayne A. Diehl, *Management*
B.S.E.E., Lehigh University; M.B.A., Suffolk University
- Jane A. Dorn, *Art*
B.F.A., Louisiana State University.
- William David Drennan, *Art*
B.S., M.Arch., Clemson University.
- Thomas C. Eckersley, *Art*
B.F.A., M.F.A., Ohio University.
- Barbara M. Ervin, *Art/Education*
B.A., M.A., University of South Carolina.
- Kim A. Everhart, *Kinesiology*
B.S., University of Montevallo, M.S., West Virginia University.
- William Edward Ezzell, *History*
A.A., Louisburg College; B.A., M.A.T., University of North Carolina;
- Thomas W. Farrar, *Music*
B.A., Appalachian State University; M.A., Furman University.
- Mark S. Farrington, *History*
A.A., Independent School for Biblical Studies; B.S., M.S., Texas A & M University
– Commerce.
- William Todd Fish, *Art*
B.F.A., Ohio Northern University.

James C. Fraser, *Kinesiology*

B.S., Newberry College; M.Ed., Western Carolina University; Ed.S., Clemson University.

Katy B. Glymph, *English*

B.S., Erskine College.

Frank M. Harrell, *Education*

B.M.E., Baylor University; M.Ed., Western Carolina University.

Jeffrey S. Holliday, *Human Services*

A.A., Anderson College; B.A., Winthrop University; M.H.R.D., Clemson University.

J. R. Holt, *Psychology*

B.A., University of South Carolina; M.A., Texas Southern University; Ed.D., University of Houston.

June M. Horton, *Theatre*

R. Mark Hughes, *Human Services*

A.A., Anderson College; B.S., M.H.R.D., Clemson University.

Dennis W. James, *English*

B.A., M.A., Clemson University.

Leonard Johnson, *Music*

B.A., Clark College.

Pitsa R. Johnson, *Accounting*

B.A., Furman University; M.Tx, Georgia State University.

Dock Kelly, III, *Kinesiology*

B.A. University of North Carolina-Greensboro.

Ray C. Kimbrell, *Education*

A.A., Anderson College; B.S., East Tennessee State University; M.Ed., Clemson University.

Renee Ross King, *Kinesiology*

B.S., University of North Carolina at Chapel Hill.

Harrison M. Kisner, *Human Services*

B.A., Rhodes College; M.S.W., University of South Carolina.

Robert Marty Knight, *Kinesiology*

A.A., Anderson College; B.S., Erskine College.

Katherine F. Lee, *Art*

B.A., Limestone College; M.F.A., Clemson University.

Jennifer D. Lightweis, *English*

B.A., University of South Carolina; M.A., Clemson University; Ph.D., University of Rochester.

Mitchell Ross Litwer, *Biology*

B.G.S., M.S., The University of Kansas; M.B.A., Mount St. Mary's College

Wesley B. Lothery, Jr., *Psychology*

B.A., University of South Carolina; M.Ed., Clemson University.

- James M. Mahaffey, *Education*
B.A., University of South Carolina; M.A., Furman University; Ph.D., University of South Carolina.
- Beverly Rice McAdams, *Liberal Arts Lab*
B.A., Erskine College; M.Ed., Ph.D., Clemson University.
- Victor McDade, *Business*
B.S., M.B.A., J.D., University of South Carolina.
- Rory C. McDaniel, *Music*
B.S., Bob Jones University.
- Ray S. McGee, *Music*
B.Mus., Furman University; M.Mus.Ed., The Florida State University
- Anne P. McMahan, *History*
B.A., Western Carolina University; M.A., Clemson University.
- Shirley E. McNabb, *Human Services*
B.S.W., Florida State University; M.S.W., The University of North Carolina.
- Joe Miller, *Kinesiology*
A.A., Anderson College; B.A., Newberry College; M.Ed., Gardner-Webb University.
- D. Randle Moody, II, *Management*
B.A., The University of Tennessee; J.D., The University of Alabama.
- Gloria D. Morris, *Education*
B.A., Mercyhurst College; M.Ed., Columbia College.
- Marcia H. Mynatt, *Religion*
B.A., Furman University; M.Div., The Southern Baptist Theological Seminary.
- James Alan Nowell, *Music*
A.A., Anderson College; B.A., Newberry College.
- Shannon K. O'Connor, *Accounting*
B.S., M.P.Acc., Clemson University.
- David L. Parker, *Art*
B.A., Anderson College.
- Carolina S. Parsons, *Speech*
B.A., University of Alabama; M.A., Ball State University.
- Bruce L. Petty, *Mathematics/Physical Science*
B.S., University of South Carolina; M.Ed., Converse College.
- Frank J. Polo, *Computer Information Systems*
B.A., Rutgers University; M.A., Harvard University.
- Terry L. Pruitt, *Management/Marketing*
B.S.B.A., M.S.M., Southern Wesleyan University.
- John-Perry Reed, *Music*
B.A., Anderson College; M.C.M., Erskine Theological Seminary.
- Christina B. Reeves, *Biology*
B.A., B.S., Converse College; M.S., Clemson University.

Vanessa Rettinger, *Kinesiology*

B.S., Wingate University; M.Ed., Clemson University.

Robert William Rhoton, *Business*

B.A., University of Cincinnati; M.B.A., Indiana University.

William C. Rigsby, Sr., *Religion*

B.S., New Mexico State University; M.Ed., University of South Carolina; M.R.E., Southwestern Baptist Theological Seminary.

David R. Saidat, *Computer Science*

B.S., M.S., Elmhurst College.

Rebecca Savage, *Psychology*

B.A., M.Ed., Clemson University; Ed.S., Converse College.

Timothy R. Sheriff, *Mathematics*

A.A., Anderson College; B.A., Clemson University; M.A., The Southern Baptist Theological Seminary; M.Ed., Clemson University.

Brett G. Simpson, *Kinesiology*

B.S., Lander University.

Beverly D. Smith, *Mathematics*

B.S., Florida State University; M.Ed., Clemson University.

Christa Ann Smith, *Geography*

B.A., M.A., Marshall University; Ph.D., University of Tennessee.

Eddie R. Smith, *Speech*

B.A., M.A., Bob Jones University.

R. Alexander Spainhour, III, *Music*

B.A., Florida Presbyterian College; M.M., Memphis State University.

Henry Ray Spires, *Music*

B.Mus., University of Georgia.

Brian D. Swords, *Human Services*

A.A., Greenville Technical College; B.B.A., Southern Wesleyan University; M.H.R.D., Clemson University.

Beverly G. Thompson, *Biology*

B.S., M.S., Clemson University.

Gregory W. Thompson, *Religion*

B.A., Mars Hill College; M.Div., Erskine Theological Seminary.

Warren G. Verdin, *Art*

B.F.A., Winthrop University.

Brena B. Walker, *NCATE Coordinator*

B.A., University of Mary Hardin-Baylor; M.A., University of North Texas; Ph.D., University of Texas.

Robert A. Weathers, *Religion*

B.S., Wingate College; M.Div., Ph.D., Southwestern Baptist Theological Seminary.

Linda W. Welborn, *English*

B.A., Columbia College; M.Ed., Clemson University.

Carlene M. Wentworth, *Psychology*

B.A., University of South Florida; M.Ed., Clemson University; Ph.D., Capella University.

Deborah L. West, *Psychology*

B.A., Anderson College; M.Ed., Clemson University.

George L. West, *Religion*

B.S., University of Maryland; M.Div., Howard University; D.Min., Eastern Baptist Theological Seminary.

Diane O. Whitaker, *Liberal Arts Lab*

B.M., Belmont University.

Roger D. Whitt, *Music*

B.M., Furman University.

David H. Wilcox, *Music*

A.A., Brevard College; B.A., Queens College; M.M., Bob Jones University.

Kenyon D. Wilson, *Music*

B.A., Tennessee Technological University; M.M., Baylor University; D.M.A., University of Georgia.

Amanda D. Wimpey, *Mathematics*

B.A., Clemson University; M.Ed., Southern Wesleyan University.

Christy C. Wood, *Psychology*

B.A., M.Ed., Clemson University.

Margaret D. Woosnam, *Art*

B.S., Appalachian State University; M.S., Virginia Tech.

Genda A. Zareei, *Biology*

Phar.D., Mercer University.



Emeriti

Annie Frances Blackman (1969-1988), *Librarian*

John K. Boyte (1966-1998), *Economics*

Ruth P. Boyte (1966-2002), *Accounting*

Robert E. Burks (1965-2001), *Religion*

E. Perry Carroll (1975-2001), *Music*

Jerry A. Clonts (1974-2000), *Biology*

Faye Penland Cowan (1962-1987), *English*

Carl Dean English (1967-1988), *Sociology*

Walter Glen Hughey (1964-1987), *Registrar/Mathematics*

Robin B. Kelley (1962-1998), *Biology*

Marion Dowis Mandrell (1965-1991), *Psychology*

Nelson Eugene Mandrell (1964-1992), *Psychology*

Kathryn Axmann McGregor (1961-1995), *Economics*

Frances Flynn Mims (1956-1967), (1974-1992), *English*

Patrick P. Mulligan (1971-1999), *History/Political Science*

B. J. Taylor (1972-1991), *Senior Vice President for Institutional Advancement*

Brena B. Walker (1973-2002), *English*

Lawrence E. Webb, (1963-1967; 1981-2000), *Journalism*

William Franciscus West, Jr. (1963-1992), *English*

Staff (2004-2005)

Administrative Support Staff, Office of the President

Diane B. Sutherland, *Executive Assistant to the President*

A.A., Anderson College.

Athletics

Robert G. Beville, *Athletic Director and Compliance Coordinator*

A.A., Anderson College, B.S., Erskine College.

Jennifer L. Bell, *Volleyball Coach, Sr. Women's Administrator*

B.S., Wofford College.

Becky Farmer, *Administrative Assistant*

A.A., Anderson College.

Randy Greer, *Assistant Men's and Women's Cross Country and Track Coach*

B.S., Cumberland College.

Dock Kelly, *Wrestling Coach*

B.A., University of North Carolina-Greensboro.

Joe Miller, *Head Varsity Baseball Coach*

A.A., Anderson College; B.A., Newberry College; M.Ed., Gardner Webb University.

Rob Miller, *Men's Soccer Coach*

B.S., Olivet Nazarene University.

Chris Nall, *Head JV Baseball Coach, Assistant Varsity Baseball Coach*

B.A., Pfeiffer University.

Danny Neal, *Head Men's & Women's Golf Coach*

B.S., Erskine College.

Doug Novak, *Men's Basketball Coach*

B.A., University of Tennessee; M.Ed., Clemson University

Cobb Oxford, *Sports Information Director, Assistant Athletic Director*

B.S., Clemson University.

Vanessa Rettinger, *Head Athletic Trainer*

B.S., Wingate University; M.Ed., Clemson University.

Aaron Schaffner, *Head Men's and Women's Cross Country and Track Coach*

B.S., Anderson College.

Jason Taylor, *Head JV Men's Basketball Coach, Assistant Varsity Basketball Coach*

B.S., Jacksonville State University.

Jackie V. Walker, *Faculty Athletic Representative*

B.A., Wesleyan College; M.A., Furman University.

Charlie Weir, *Assistant Athletic Trainer*

B.S., Lenoir Rhyne College.

Bailey Woods, *Women's Soccer Coach*

B.S., Lander University; M.Ed., University of South Carolina.

Marketing and Communications

Barry D. Ray, *Director of Marketing and Communications*

Angie Stringer, *Web Administrator*

A.A., Trident Technical College; B.B.A., Anderson College.

Administrative and Support Staff, Office of the Vice President for Academic Affairs and Academic Dean

Susan B. Wooten, *Associate Academic Dean*

B.A., Oklahoma Baptist University; M.F.A., Clemson University.

Linda T. Clark, *Administrative Assistant, VPAA/Academic Dean and Associate Academic Dean*

A.A., Holmes Junior College.

Academic Divisions

Carol L. Karnes, *Division Head, Business*

B.A., Eastern Michigan University; M.A., University of Michigan; M.B.A., Oakland University; Ph.D., Clemson University.

Charles A. Wooten, *Division Head, Education and Kinesiology*

B.A., Carson-Newman College; M.Ed., Clemson University; Ed.D., South Carolina State University.

Brett W. Everhart, *Assistant Division Head, Education and Kinesiology*

B.S., Oklahoma Baptist University; M.S., Penn State University; Ed.D., West Virginia University.

David Ward Larson, *Division Head, Fine Arts*

B.F.A., Illinois Wesleyan University; M.A., University of Minnesota; Ph.D., University of Illinois.

Daniel Stephen Mynatt, *Division Head, Liberal Arts and Sciences*

B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary.

Robert Herman Fries, *Assistant Division Head, Liberal Arts and Sciences*

B.A., Middlebury College; M.S., Rensselaer Polytechnic Institute.

Mary Addison, *Associate Faculty Secretary (PT)*

Denise T. Buchanan, *Faculty Secretary and Administrative Assistant to the Division Head of Liberal Arts and Sciences*

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B.H.S.R., Anderson College.

Michele Lynch, *Residence Hall Supervisor*

A.A., Anderson College.

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Kelly Addis Bell, *Director of Student Activities*

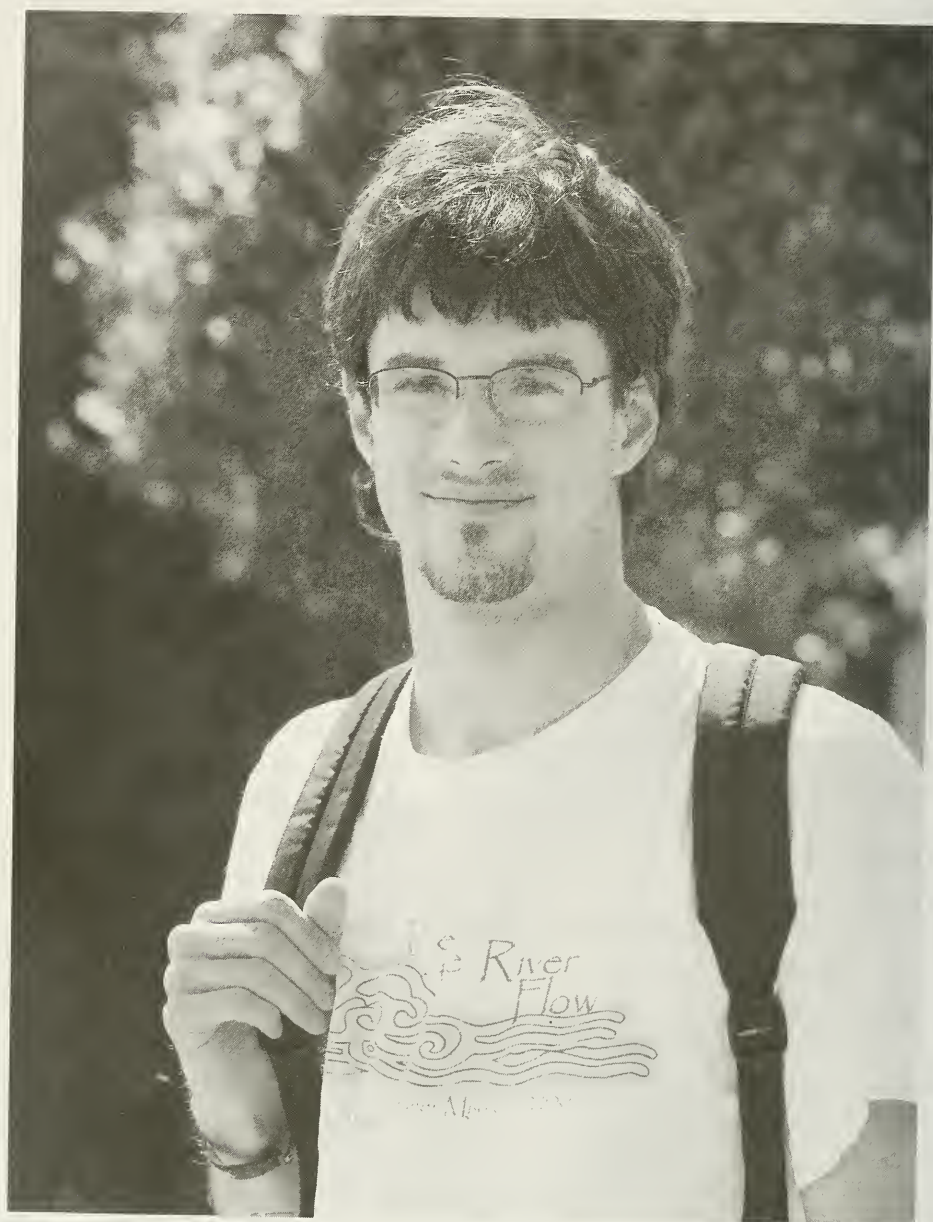
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Nancy White, *Administrative Assistant*

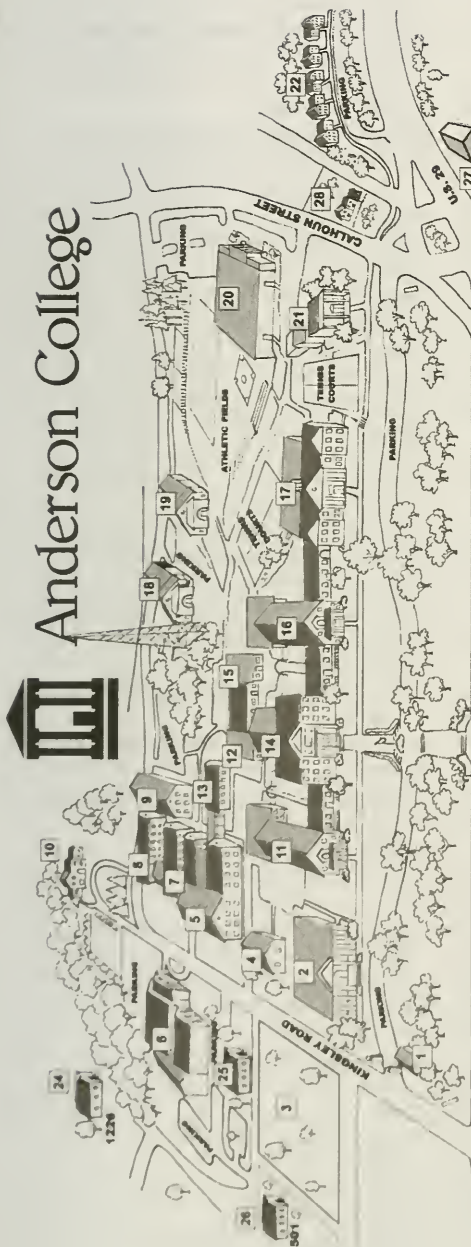
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Winfred Green, *Director of Intramurals*

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Anderson College



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|---|----------------------------------|---------------------------------|
| 1. Campus Safety Office | 16. Pratt Residence Hall | 22. Stringer Commons Apartments |
| 2. Johnston Memorial Library | 17. Vandiver Hall | 23. Boulevard Resident Houses |
| 3. New Library Site | <i>Education Classrooms</i> | 24. Springdale Residence |
| 4. Rice Building | <i>Whyte Gym</i> | 25. Fine Arts Annex |
| <i>Financial Aid Office</i> | <i>Print Shop</i> | 26. College Street Residence |
| <i>Registrar</i> | 18. Village Residence Hall | 27. ACCEL-Evening Admissions |
| 5. Watkins Teaching Center | <i>Campus Health Center</i> | 28. Admissions |
| <i>Academic Services</i> | <i>Career Services</i> | |
| <i>Classrooms, Faculty Offices</i> | <i>Counseling Office</i> | |
| <i>Freshmen Programs & Community Services</i> | <i>Instruments</i> | |
| <i>Student Activities Office</i> | <i>Physical Plant Office</i> | |
| 6. Callie Stringer Rainey Fine Arts Center | <i>Residence Life Office</i> | |
| <i>Henderson Auditorium</i> | <i>Support Services Office</i> | |
| <i>Belk Theatre, Gallant Gallery</i> | 19. Kingsley Road Residence Hall | |
| <i>Sullivan Conference Room</i> | 20. Abney Athletic Center | |
| <i>Daniel Reviel Hall, Gambrell Choral Room</i> | 21. Sullivan Building | |
| <i>Art, Music and Theatre Depts.</i> | <i>Campus Ministries</i> | |
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